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ABSTRACT

Building an effective classroom for all boys and girls is the first step in increasing student achievement. This curriculum guide is a collection of practical tools for teachers and fun activities for kindergarten through twelfth-grade students, developed to help all students to succeed in the classroom. The curriculum is designed to be used throughout the school year, as part of a thematic unit, across the curriculum, or on its own. It helps teachers and students to assess their awareness of gender equity issues and learn to work together across the diversity of gender, race, ethnicity, national origin, and disability. Following an introduction, the guide is divided into the following parts: (1) "Awareness of Gender Equity"; (2) "Introduction to Title IX"; (3) "Components of Title IX"; and (4) "Action for Change." An appendix contains lists of handouts and worksheets, student readings, and transparencies, as well as a sample letter for promoting equity awareness. Also contains an extensive list of resources. (BT)

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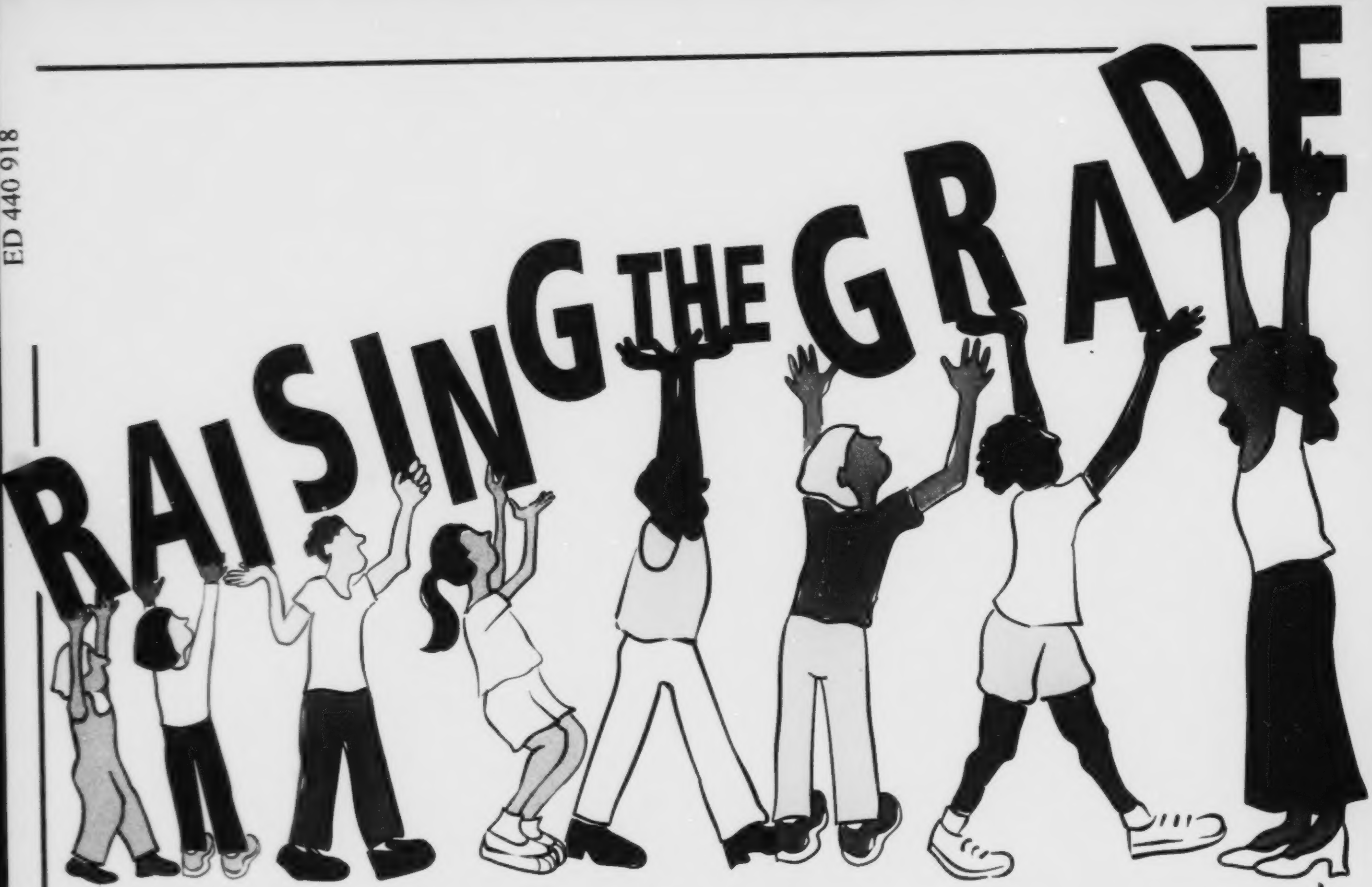

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A Title IX Curriculum

WEEA Equity Resource Center

Education Development Center, Inc.

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RAISING THE GRADE

Raising the Grade

A Title IX Curriculum

WEEA Equity Resource Center

Education Development Center, Inc.
Newton, Massachusetts

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"A History of Sex Equity: A Timeline," by Barb Bitters, *NCSEE News*, Summer 1997: Vol. 96–97, no. 4.
In Touch with Teens: Relationship Violence Prevention Curriculum for Youth Ages 12-19, by Leah Aldridge, Cathy Friedman, and Patricia Occhiuzzo Giggans (Los Angeles, CA: Los Angeles Commission on Assaults Against Women, 1993).
Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity, by Nancy Schniedewind and Ellen Davidson (Needham, MA: Allyn and Bacon, 1983).
The Structure and Measurement of Physical Fitness, by Edwin A. Fleishman (Englewood Cliffs, NJ: Prentice Hall, Inc., 1965).
Title IX at 25: Report Card on Gender Equity, by the National Coalition of Women and Girls in Education (Washington, DC: National Women's Law Center, 1997).
Working Together: A Sex Equity Training Manual, by Ohio Department of Education (Columbus, OH: Ohio Department of Education—Division of Vocational and Career Education, 1990).

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A-Gay-Yah: A Gender Equity Curriculum for Grades 6–12
A.C.T.I.V.E.: Sex Equity in Elementary School Physical Education Teacher's Manual
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"Engaging Middle School Girls in Math and Science," WEEA Center On-line Course
Expanding Options
Exploring Work: Fun Activities for Girls
The Female Experience in America
Gender Equity for Educators, Parents, and Community
A Mindset for Math: Techniques for Identifying and Working with Math-Anxious Girls
Physical Educators for Equity: Leader's Handbook
School-to-Work Jump•Start Equity Kit
"Title IX and Sexual Harassment," *WEEA Digest*
"25 Years of Title IX: A Brief History," *WEEA Digest*
Venture Beyond Stereotypes: A Workbook for Teachers Concerned about Sex-Role Stereotyping
Women's Journeys, Women's Stories: In Search of Our Multicultural Future

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To prepare America for the 21st century, we need strong, safe schools with clear standards of achievement and discipline, and talented and dedicated teachers in every classroom. Every 8 year old must be able to read, every 12 year old must be able to log on to the Internet, every 18 year old must be able to go to college, and all adults must be able to keep on learning. We must provide all our people with the best education in the world.

—President Bill Clinton's Call to Action for American Education in the 21st Century

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

—Preamble to Title IX of the Education Amendments of 1972

INTRODUCTION

As we celebrate more than 25 years of Title IX, the federal law prohibiting gender discrimination in educational institutions that receive federal funding, it is important to note that equity is the centerpiece of education reform. Whether it is President Clinton's "Call to Action for American Education in the 21st Century," the Improving America's Schools Act (IASA), Goals 2000, or School-to-Work, all school reform efforts are based on the belief that excellence in education will be realized only when all of our students have equal access to quality education and can learn to the best of their abilities. To reach the goal of educational equity, we must incorporate equity principles from the outset into policy options, curricula and pedagogy, standards, and assessments; and we must simultaneously address bias and exclusion based on gender, race, national origin, and disability. These links must be explicit in research design, curriculum reform, testing, teacher/administrator training, and policy development.[1] Increased awareness and enforcement of Title IX can help us reach these goals.

Raising the Grade has many resources that will assist you, as a teacher or program leader, to create a more successful learning environment compatible with Title IX's goals. This curriculum is also a resource for administrators, parents, community organizations, and Title IX coordinators to use in teaching students about gender equity.

When Title IX was enacted on June 23, 1972, education in the United States was filled with restrictions and exclusions for all students. Female students in middle and high school could not take some classes like auto mechanics or criminal justice. Some high school and college marching bands would not let women play. "Athletic programs" for girls consisted of cheerleading. Some schools would not even allow girls to serve on safety patrol. Access to higher education was limited because many colleges and professional schools had quotas restricting the number of women who could attend. Even Luci Baines Johnson, daughter of President Lyndon Johnson, was refused readmission to Georgetown University's nursing school after her marriage because in 1966 the school did not permit married women to be students.[2] Thanks to Title IX, access to education for women and girls has greatly improved.

But the story is not only about the rights of women and girls. Title IX has opened doors for boys and men too. Prior to its passage, boys were not allowed to take classes such as home economics (now called life science), child care, or family life—limiting their abilities to care for themselves and others. Males were also discouraged from pursuing careers as nurses, elementary school teachers, or secretaries. More broadly, as Susan McGee Bailey, director of the Wellesley College Centers for Women observed, "It is as important for boys to learn about the contributions of women to our nation and the world as it is for girls to study this information. Adolescent pregnancy and parenting are issues for young men as well as for young women. Boys as well as girls benefit from instructional techniques that encourage cooperation in learning."[3]

Secretary of Education Richard W. Riley put it this way in the department's report commemorating the 25th anniversary of Title IX, " . . . America is a more equal, more educated, and more prosperous nation because of the far-reaching effects of this legislation. Much has been accomplished in the classroom and on the playing field and we have many reasons to celebrate the success of Title IX in expanding our nation's definition of equality."[4]

With all this progress, is it likely that children entering kindergarten today can expect to receive an education that will encourage them to explore their interests and talents freely regardless of gender? In second grade, will he engage in gender-fair play activities? In fourth grade, will she be able to identify jobs in stories that both boys and girls can do? In middle school, will he be able to explain why both males and females must acquire skills in math, science, computers, technology, reading, and writing? In high school, when thinking about the future, will her expectations about the kinds of jobs she could choose not be restricted by gender?

Raising the Grade

The answer, sadly, is that although some things have changed for the better, in too many schools education choices are still limited by gender. In fact, the *Title IX at 25: Report Card on Gender Equity* produced by the National Coalition for Women and Girls in Education in 1997 gave the United States an overall grade of C in its progress since the passage of Title IX. The *Report Card*, which assessed the state of gender equity in education in nine key areas (listed on next page), based the grades on indicators such as women's participation rates, enforcement actions by the federal government, and legal developments. [5]

Subject	**Grade**
Access to Higher Education	B-
Athletics	C
Career Education	C
Employment	C-
Learning Environment	C-
Math and Science	C+
Sexual Harassment	D+
Standardized Testing	C
Treatment of Pregnant and Parenting Teens	C+
Overall Grade	C

These grades reveal how far we are from realizing Title IX's ultimate goal of gender equity in education. They also reflect the deeply ingrained attitudes and behaviors in the education system, and in our society as a whole, that perpetuate gender stereotypes and maintain gender-biased systems. Gender bias, which is often unconscious because we absorb it through implicit messages as we grow up, remains a pervasive force in our society. It restricts girls from developing independence and self-determination; and it denies boys the opportunity to learn communication and relationship skills.

Our children learn many gender lessons before they enter school that are then reinforced throughout their childhood. More often than not, gender stereotyping begins in infancy with the pink and blue color differentiation between boys and girls. Books, toys, comics, television, peers, and well-meaning adults spell out gender stereotypes that encourage boys to act one way and girls to act another. In fact, research shows that many of the so-called innate differences between females and males are the result of adult interaction with infants, children, and youth.[6] Studies also indicate that biological, psychological, and intellectual differences between males and females are minimal during early childhood.[7] Teachers and adult leaders can therefore make a profound difference in the lives of their students by encouraging them to challenge gender stereotypes and by eliminating gender bias in the classroom. Students need to discover early in their school years—and have the principle reinforced frequently—that the quest for knowledge and the process of acquiring it are neither "masculine" nor "feminine."

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Equal access and equal treatment do not by themselves ensure equitable outcomes for all students. Both the many deep-seated social beliefs about females' and males' respective abilities and the widespread practices that perpetuate these stereotypes also need to be overcome. Equitable outcomes can be achieved only by recognizing that students have different experiences and accordingly need diverse, innovative, and appropriate pedagogical approaches. For example, if a young female has been conditioned to believe that mathematics is inappropriate for her, simply placing her in a math classroom with boys will not solve the problem. In fact, it may make it worse.[8]

Educational reform based on equity will dramatically improve our nation's grades for all students in all areas of education. As the title implies, *Raising the Grade* was designed to help make sure that well before the 50th anniversary of Title IX, the progress report is all *As*. To that end, the resources included in this curriculum focus on the key Title IX issues identified in the Report Card on Gender Equity developed by the National Coalition for Women and Girls in Education.[9]

Curriculum Goals

This curriculum is for use in thematic units or as individual activities for the classroom or community. Based on the premise that every child must understand gender stereotyping, *Raising the Grade* is designed to help students learn to

- Develop a positive self-concept.
- Maintain a positive attitude about their abilities to pursue academic, athletic, career, and other endeavors that interest them, without gender limitations.
- Exhibit positive attitudes about the abilities of both genders.
- Associate freely with individuals of both genders in the classroom.
- Identify and analyze personal, family, and societal attitudes about men and women, gender-role stereotypes and bias, and forms of sex discrimination.
- Define and identify age-appropriate strategies to overcome role stereotyping, bias, and discrimination on the basis of sex, race, national origin, and disability.
- Identify various types of jobs as possibilities for themselves and others regardless of gender.
- Identify and analyze the subtle and not-so-subtle roles television and other media play in life and career planning.[10]

Education in the United States fosters and supports our democracy. We want to instill in all students the idea that they have the power to change conditions that prevent them from flourishing. In particular, we want them to see Title IX as a tool for change in one of the most important areas of life: education. For that reason, Part IV of this curriculum suggests ways students can begin to support gender equitable education in schools, communities, and the country.

Using the Curriculum

This curriculum is intended to help you and your students explore the many ways in which gender equity affects our lives. You can use it from beginning to end as a four-week module, but we strongly suggest that instead you choose lessons to integrate into thematic units and facilitate an ongoing dialogue over the course of the year/grading period.

The curriculum is divided into four units: Awareness of Gender Equity, Introduction to Title IX, Components of Title IX, and Action for Change. It begins with a short introduction to gender stereotyping and equity and then links this social context to Title IX to help teachers and students explore the vision and impact of the law on their lives. The curriculum ends with suggestions for helping teachers and students infuse Title IX and gender equity into their educational lives. Each section includes an overview of the issue, interesting facts or talking points, and a checklist and/or points for reflection for assessing the teacher's needs or issues to be considered when approaching the lessons. Activities for students, arranged in order of grade level from K through 12, appear at the end of the section unless otherwise noted. As you look at the curriculum, you will see that many activities can be adapted for younger children. Use them as a starting point to meet the needs of your students. Reading materials, websites, and other resources are included in the Appendix.

Designed to be flexible, *Raising the Grade* offers endless possibilities for incorporating discussion of equity into the curriculum. The activities may be used individually or as part of longer units on Title IX and gender equity, multiculturalism, civics, or government. They can also serve as an introduction for students to the world of work or as the basis for an oral or personal history activity. We suggest using at least one activity from each unit, but you should feel free to modify the suggested activities to fit the needs of your classroom.

The Challenges

Discussions of equity in education can be challenging. Although some students will react positively, don't be discouraged if you encounter criticism, apathy, or even resistance ("I hate math!" is a common expression among students). People have strong feelings about many subject areas; but these gender equity materials are designed to encourage you and your students to examine, confront, and change both their beliefs and your own; understand others' beliefs; and strategize on how to make gender equitable education a reality.

With a little preparation, you can create a safe and stimulating forum for this kind of discussion, though you might find yourself having to draw on skills you don't usually need. As you examine your own and others' beliefs and practices, be aware that this can be both an exhilarating and scary process. Based on the experience of other teachers who have tried similar activities, we've included a number of suggestions about how you might want to approach this curriculum.

Classroom Climate

It is essential for the students to feel that they are engaged in a fun and safe activity. To create the right climate, you will have to see to it that all students speak; ensure that they all accept one another's right to speak; help them be sensitive to others; and refuse to accept any inflammatory remarks. Disagreements may occur, but divergent views help build everyone's knowledge. Model respect and engaged listening to all participants. We suggest that you present the students with clear ground rules. These might include the following:

- Students have to work with one another.
- Students have to share their perspectives.
- Students have to respect others' rights to their own perspectives.
- Students have to write personal reflections, which they may or may not choose to share.

Professional Development

As you work with this material, your personal reflections will be critical. At the beginning of the curriculum is a checklist to help you explore and perhaps document your own biases and experiences. Use the checklist carefully; knowing clearly where you stand will help you respond to students' hesitations and stay engaged in building a multicultural, gender-fair community.

Your skills will broaden as you become more adept at

- facilitating discussions
- managing small groups
- designing structures for students to share reports, as individuals or as teams

- involving parents, employers, business partners, and elected officials from the community as presenters or cofacilitators
- working with colleagues in other curriculum departments to integrate students' work
- examining the school calendar for appropriate dates for particular activities (March is Women's History Month, for example, a good time to do some Title IX biography activities then; if your town celebrates a Founder's Day or month, you might want to select activities that examine gender differences in politics.)

A Final Note

We want to hear from you about your experiences using the activities and resources in this curriculum. When you have completed your use of *Raising the Grade*, please fill out the evaluation form in the Appendix, or visit the Women's Educational Equity Act (WEEA) Equity Resource Center's website at **www.edc.org/WomensEquity** and submit your comments electronically. For ongoing interaction with other educators and equity practitioners, you can also join EDEQUITY, our educational equity discussion list. More information about the discussion list is available on our website.

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[1] "Building a Renewed Agenda: Educational Equity for the Next 25 Years," L.R. Wolfe, electronic WEEA publication (forthcoming 1999).

[2] National Coalition for Sex Equity in Education, *NCSEE News*, Summer 1997, vol. 96–97, no. 4, p. 7.

[3] *The Wellesley Centers for Research on Women Report*, Fall 1997, vol. 2, no. 1, p. 2.

[4] U.S. Department of Education, *Title IX: 25 Years of Progress* (Washington, DC: U.S. Department of Education, June 1997). (www.ed.gov/pubs/TitleIX).

[5] National Coalition for Women and Girls in Education, *Title IX at 25: Report Card on Gender Equity* (Washington, DC: National Women's Law Center, 1997).

[6] WEEA Equity Resource Center, *Gender Equity for Educators, Parents, and Community*, (Newton, MA: WEEA Equity Resource Center, 1995), 1.

[7] Ibid.

[8] WEEA Equity Resource Center, "Title IX: A Brief History," *WEEA Digest*, (Newton, MA: WEEA Equity Resource Center, 1997).

[9] Ibid.

[10] Adapted from "Core Competencies Gender Equity," *Gender Equity Competencies for Ohio*, (Columbus, OH: The Ohio State University).

PART I: AWARENESS OF GENDER EQUITY

Overview

The activities in this section are meant to help children identify gender bias and its causes and effects. This identification process is a critical first step in working to achieve gender-fair education. Because gender stereotyping begins in infancy and continues throughout a child's life, the students in your classroom—whatever their age—will already have absorbed gender lessons about what is appropriate for boys and girls, men and women. These lessons may limit their vision of what their own lives can be. For example, many girls are taught from an early age that they are fragile physically and are encouraged to develop cooperative and nurturing skills but discouraged from being assertive or aggressive. Boys are often allowed much more physical freedom and are encouraged to develop a sense of autonomy but discouraged from developing emotional or nurturing skills. Undoubtedly, children need to learn about their biological and reproductive identity, but when gender roles become stereotyped and restrictive, both boys and girls are shortchanged. Girls lose out in terms of physical development, self-concept, and training for independence. Boys are stifled in developing their nurturing and emotional selves. Before you, as a teacher, can help students overcome these stereotypes, however, you have to know what perceptions students already hold about gender roles.

You also have to know what perceptions *you* hold about gender roles, because the teacher's beliefs about students' abilities, or lack of them, greatly influences both the students' beliefs about their own abilities and the results of their efforts. Research has identified a series of adult verbal and nonverbal interactions that affect student achievement, aspiration, and self-image. In 1983 and 1984 the GESA (Generating Expectations of Student Achievement) work of Grayson and Martin identified the connection between the application of specific positive behaviors and equity concerns.

Teacher Behaviors That Affect Student Achievement

- Frequency with which teacher calls on student to recite or perform.
- Affirmation or correction of student's performance.
- Physical proximity of and to the student.
- Individual help from the teacher.
- Praise and reasons for praise of learning performance.
- Discussions of mutual personal interests with student.
- Compliments from the teacher.
- The amount of time the teacher provides between questions and answers.
- Attentive listening to student.
- Providing clues and higher-level questions to help student respond to questions.
- Accepting or clarifying student's feelings.
- Correcting behavior in a calm, courteous manner.
- Expression of courtesy and respect in interaction with student.[1]

Even though most teachers believe they treat all students in their classroom exactly the same, major differences do exist in the way they interact with girls and boys. Sadker and Sadker have labeled this treatment "subtle and insidious gender lessons, micro-inequalities that appear seemingly insignificant when looked at individually but have a powerful cumulative impact."[2] Both gender and race play a role in how much attention students receive. The students most likely to receive teacher attention are white males; the second most likely are males of color; the third, white females; and the least likely, females of color. The results of these differential teacher treatments and expectations can lead to white girls and boys and girls of color performing at a lower level than white boys. For example, African American girls tend to be active and assertive in the primary grades, but as they move into elementary school, they become the most invisible students in the classroom and are the least likely to receive clear academic feedback from the teacher. When their achievement is comparable to that of white boys, teachers assume the girls' success is due to hard work and don't encourage them further, while they encourage white boys to work even harder.[3]

Further, the unfair disadvantages girls experience in the elementary through high school years may contribute to lowering their self-confidence and, consequently, to discouraging them from pursuing certain subjects, such as math and science, which are required for entry into particular fields.

Eliminating gender bias in education by realizing gender equity is the ultimate goal of the federal legislation Title IX. This goal is important, because only a gender-fair education will allow each student to develop to his or her fullest potential. This section provides an explanation of sexism and gender stereotyping—the basis of gender-biased education—and describes the components of gender equity. Mini- lectures on these topics are included in this section to reinforce the classroom activities. The lectures contain factual information about these issues, but they are meant to be a springboard for you to infuse with your own personal style.

Talking Points

Gender equity means creating an educational climate that encourages females and males equally to develop, achieve, and learn—without setting any limits on our expectations based on gender, race, ethnicity, or disability. Gender equity is inclusive. It supports the education of boys and is integral to the achievement of students of color, students with disabilities, and students from poor households. The ultimate goal is a gender-fair, multicultural education system that promotes the full development of all students.

When we achieve gender equity, our education system will provide

- an equal chance to learn for females and males
- open options to learn subjects and prepare for future education, jobs, physical activity, careers, and family responsibilities
- no limits on expectations due to gender
- equal encouragement for both genders to develop, achieve, and learn
- equitable treatment of male and female students[1]

This section will help you to assess your own gender equity awareness, identify the practices you currently use to make your classroom equitable, and suggest areas for improvement. After completing this assessment, you should feel more comfortable discussing these issues with your students.

To begin, take a moment to ask yourself about your own beliefs about equity and education. What has your experience been like as a student, teacher, parent, friend, or colleague? Next, think about how you interact with students in the classroom. We all are often unaware of our own pattern of behavior. While we want to be fair and engaged teachers, without intending to do so, we may send confusing or negative messages to our students.

How can we be more effective and equitable teachers? And how can we do this safely? Even if we think our classroom is equitable, we may want to examine our patterns of interaction with students and our expectations of how boys and girls will perform in the classroom.

You may want to videotape a class to examine your interaction style in more detail; or you can get feedback from other teachers and compare notes on problems in managing an equitable classroom. The following checklist will help you think about your typical relationship pattern with students, examine your respective expectations of girls and boys and design ways to get feedback from other teachers.

Checklist

Answer the following questions:

1. Do you plan separate activities or different roles within an activity for girls and for boys? If so, how are they different?
2. Are the examples you use in classroom discussions or teaching situations mostly male or female? Do you use examples that show women and girls in nontraditional as well as traditional roles?
3. Whom do you ask to perform heavy chores in the classroom: females, males, or both?
4. Whom do you ask to do secretarial chores and special tasks: males, females, or both?
5. Are your expectations of acceptable classroom behavior the same for boys as for girls?
6. Do you display affection and displeasure in the same way toward both girls and boys?
7. Do you discipline girls and boys for different things? Do you discipline them differently?
8. Do you reward girls and boys for different things? Do your methods of reward differ?
9. Do you expect more of one gender than another? (Girls are better at spelling, handwriting; boys are more competitive.)
10. Do you expect less of one gender than another? (Boys won't be considerate of others; girls won't hold their own in a debate.)
11. Do you excuse behavior based on gender? (Girls don't have to participate in a physical activity because it is too strenuous; boys don't have to cooperate or give credit to others because they are competitive.)
12. Do you consider some jobs or careers less appropriate for one gender than the other? (Girls shouldn't be doctors; boys shouldn't be nurses.)
13. Do you consider a school subject simpler or more difficult for one gender than the other? (Math is harder for girls; reading is harder for boys.)

Follow-up

Reflect on your answers to these questions. Ask yourself are my expectations rooted in fact or fiction? If you feel your treatment of and expectations for girls and boys are equitable, this curriculum will help support your teaching. If you found that your treatment and expectations of boys and girls reflect unconscious gender bias, this curriculum will provide you with activities to help make the changes you want. We can all begin now by thinking of some specific changes to implement to make our classrooms more gender-fair. As you read through this curriculum, develop your own list of action steps and the resources that you will need to support your gender-fair teaching and instruction.

Points for Reflection

Do I try to prevent any latent gender stereotyped thinking from influencing my discipline or evaluation of students?

Do I use nonsexist language; in other words, do I avoid referring to all doctors or lawyers as "he" or all nurses and secretaries as "she"?

Am I comfortable confronting gender-biased or stereotypical statements made by students and other faculty?

Is literature by women, literature about women, and literature with women as central characters in nonstereotyped roles equally represented in my teaching?

Is my practice inclusive and nonstereotyped, ensuring that gender discussion also reflects race, ethnicity, language, or disability?

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[1] D. Grayson and M. Martin, *GESA: Teacher Handbook* (Earlham, Iowa: GrayMill Foundation, 1988).

[2] M. Sadker and D. Sadker, *Failing at Fairness: How America's School Cheat Girls* (New York: Touchstone, 1994).

[3] S. Damico and E. Scott, "Behavior Differences Between Black and White Females in Desegregated Schools," *Equity and Excellence* 23 (1987): 63–66; L. Grant, "Black Females' 'Place' in Integrated Classrooms," *Sociology of Education* 57 (1984): 98–111; J.J. Irvine, "Teacher-Student Interactions: Effects of Student Race, Sex, and Grade Level," *Journal of Educational Psychology* 78, no. 1 (1986).

[4] P. Boland, ed., *Gender Equity for Educators, Parents, and Community* (Newton, MA: WEEA Equity Resource Center, 1995).

Mini-Lecture

Gender Equity—Definitions and Dynamics

This mini-lecture provides an introduction to key terms and issues regarding gender stereotyping, gender bias, sexism, and gender equity.

Sexism: A Definition

Sexism is subtle and pervasive. It affects everyone, males as well as females. Sexism is not a women's issue; it is a human one. Narrowly defined gender roles limit options in every area of our lives. Since most of us are largely unaware of the subtle existence of sexism, we will now take a look at how it manifests itself in our personal as well as professional lives, and then identify strategies to overcome its negative effects.

(Display the Definitions transparency; make handouts to distribute to the class.)

Sexism may be defined as any attitude or action that stereotypes or discriminates—whether intentionally or unintentionally—against a person on the basis of gender.

Sexism Is Usually Unconscious

Discrimination is often unconscious. We have so absorbed our culture's assumptions and expectations about how males and females should be that we are unaware of their influence on our interactions with others. Decisions and assumptions that use gender as a criterion for assignment of responsibilities, participation in active or quiet play, or determination of academic performance are examples of unintentional sexism.

We all hold some sexist attitudes and may inadvertently act in ways that perpetuate gender stereotypes. We have to recognize and challenge those views consciously within ourselves as well as others.

Being gender-fair means not basing our attitudes and assumptions about ourselves and others on stereotypes about men and women, but rather on individual capabilities and interests. Being gender-fair means that roles will be assumed according to individual needs, desires, and talents.

Sexism Is Institutional

In American institutions, which are supposedly based on the premise of "equality for all," equal participation of females and males is not a reality. Although numerous laws support "equal opportunity" for groups that have been discriminated against in the past, institutions change slowly. Currently, every major sector in our society is dominated by men: government, law, education, health care, defense, business, religion, and other spheres of activity. With respect to sexism in education, Title IX prohibits discrimination on the basis of sex. Yet some educational practices remain sexist despite efforts to comply with Title IX. For example, career guidance practices tend to differentiate on the basis of sex. Also, athletics programs for males receive more support and promotion than programs for females.

Dynamics of Sexism

Sexism, like other forms of discrimination, is self-perpetuating. This dynamic can be visualized as a cycle of learning and reinforcement. (Display the Dynamics of Sexism transparency to explain the following example.)

Example

Let's use the stereotype "hot-tempered redheads" as an example of this dynamic.

Experience: A person with red hair flares up in anger.

Learning: This person is angered easily and has red hair.

Generalization: People with red hair are hot-tempered (the generalization becomes the stereotype).

Prejudgment: Next time you encounter a redhead, you expect her or him to get angry easily. Prejudices distort our perceptions and experience.

Behavior That Discriminates: As you expect redheads to get angry, you act differently with them or avoid interactions with them altogether.

Reinforcement (Selective Ignoring): Whenever you see a redhead get angry, you make a mental note of the behavior, even though perhaps only one of many redheads acts that way. We tend to "see" or notice the behavior we expect. (Have the group give examples.)

Discussion

Use the following definitions as a basis of discussion.

Definitions

Sexism

Any attitude or action that stereotypes or discriminates against a person on the basis of gender—whether intentional or unintentional.

Gender

Socially constructed term proscribing male and female behavior.

Gender Bias or Sexism

Any attitude or action that stereotypes or discriminates against a person on the basis of sex—whether intentional or unintentional.

Gender Equity

A state in which individuals can develop and achieve their optimal potential as human beings rather than as males or females.

Gender Identity

The internalized image of oneself as male or female and the internal standards for judging gender-appropriate behaviors.

Gender Role

Everything a person says or does to indicate to others and self the degree to which that person is male or female.

Gender-Role Socialization

The process by which gender-typed behaviors are taught and reinforced by society through socialization agents such as home, school, peers, institutions, and media.

Gender Stereotype

A narrowly defined "masculine" or "feminine" behavior or role based on society's expectations that males and females are "naturally" different.

Sex

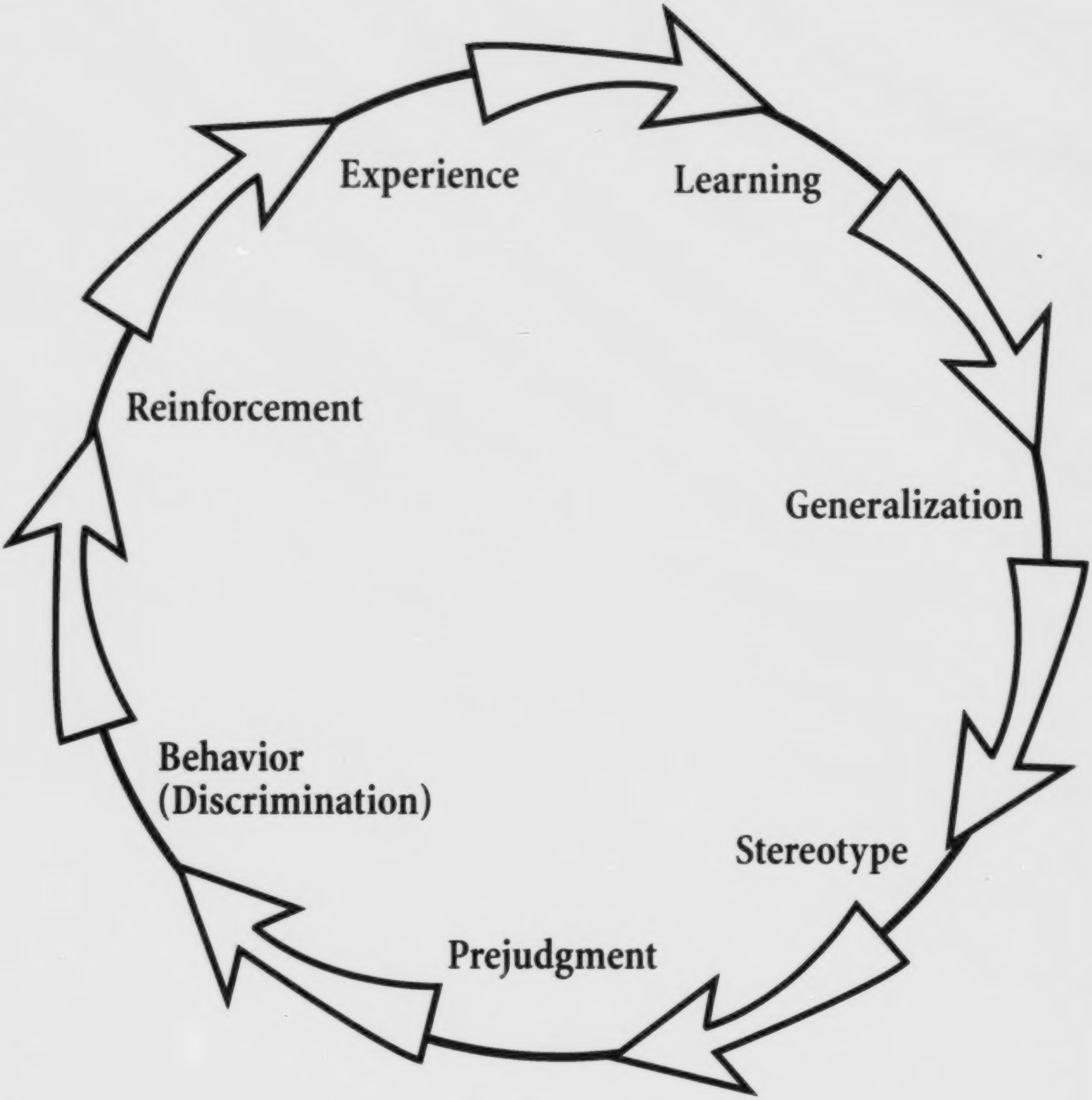
Biological term indicating male or female.

Adapted from L. Stuvé, *Expanding Options* (Newton, MA: WEEA Equity Resource Center, 1984).

10

Transparency

Dynamics of Sexism


Experience
Learning
Generalization
Stereotype
Prejudgment
Behavior
(Discrimination)
Reinforcement

Activity 1

Line Up—A Human Bar Graph

Objective

To examine common gender-biased statements (personal attitude check).

Grade Level

Grades K through 12.

Time

30 minutes.

Materials

Markers, tape, long roll of paper or long piece of rope, list of gender-role stereotypes on the following page.

Procedure

Refer to the following list of gender-role stereotypes about girls and boys. Draw a continuum across the front of the room—use a full-length chalkboard, tie a long piece of rope to two chairs placed on opposite sides of the room, or stretch and tape a paper roll across the front of the room above the chalkboard. Write in the statements of agreement or disagreement (or use signs). The continuum should look like this:

Agree Neutral Disagree

1. Choose someone in the group to read the stereotypes. For younger students, read from the list of stereotypes.
2. Next, ask everyone to stand in front of "Neutral." For younger students, use pictures to identify the different lines.
3. The reader will read the first stereotype, and each member of the group will then move, without comment, to stand under the "Agree," "Neutral," or Disagree" sign. After all have chosen their stand, they can share their reasons for the position they have taken. Remember: There are no right or wrong answers, only opinions.
4. After hearing a few of the reasons students chose their position on the statement, other students may wish to shift to another position. Ask them to explain the change. They can choose to pass or not answer by saying, "I pass."
5. When the reader is ready to read the next stereotype, have all the members of the group return to the "Neutral" point. Continue through several stereotypes.

Gender-Role Stereotypes

1. It is not okay for boys to cry.

2. Girls shouldn't be allowed to play on boys' teams.

3. It is not okay for boys to play with dolls if they want to.

4. It is not okay for girls to play with trucks if they want to.

5. Boys get into more trouble than girls do.

6. Girls are better readers than boys are.

7. Boys are better at math than girls are.

8. Teachers punish boys more often than they punish girls.

9. A girl could never grow up to be president of the United States.

10. Boys are troublemakers.

11. Girls are well behaved.

12. Girls do neat work; boys do sloppy work.

13. Boys are good at math and science.

14. Girls are good at spelling and reading.

15. Boys are better at science than girls are.

16. Boys are better at physical education than girls are.

17. Girls get better grades than boys do.

18. Boys don't like school.

19. Girls like school.

20. Boys are better at using computers than girls are.

Adapted from W. Young, *A-Gay-Yah: A Gender Equity Curriculum for Grades 6–12* (Newton, MA: WEEA Equity Resource Center, 1992).

Activity 2

Popular Culture

Objective

To make students aware of how television, movies, print advertisements, music, and the new arenas of electronic games and the Internet influence our beliefs.

Grade Level

Grades 4 through 12.

Time

40-minute introduction; research time; presentation time; letter-writing time.

Materials

Popular Culture Checklist, television set, lyrics from current popular songs, newspapers and popular magazines, electronic games, and the Internet (with graphics). If all of these media are not readily available, choose from among those that are.

Procedure

Divide the class into 5 or 10 research teams. Brainstorm together to determine two popular television shows; five popular songs; two popular newspapers (if they are available—one targeted toward each gender); one magazine for general audiences; two to four electronic games; and, if possible, five sites your students like on the Internet. Assign one medium to each group and give them a time limit in which to complete their research. Have each group analyze its medium using the checklist.

The following questions might also serve as a research guide:

1. How are men portrayed? What are their roles and behaviors?
2. How are women portrayed? What are their roles and behaviors?
3. Who are usually the decision makers? Who follows the rules?
4. What are the males' strengths and weaknesses?

Adapted from WEEA Equity Resource Center, *School-to-Work Jump•Start Equity Kit* (Newton, MA: WEEA Equity Resource Center, 1995), 40.

5. What are the females' strengths and weaknesses?
6. How many men are shown in demeaning roles? How many women? What determines whether a role is demeaning?

Discussion

On the day designated for reporting and wrapping up, have each team summarize for the rest of the class its findings in terms of physical descriptions, emotional characteristics, personality, and mannerisms for the male and female characters respectively. As each research team reports, use the chalkboard to synthesize the summaries. Ask students to discuss these questions:

1. What does each medium say about male and female roles?
2. How does the medium you examined mirror reality in terms of male and female roles? Are most people in the real world like these characters?
3. Does any one medium stand out as realistic or unrealistic?

Variation

Remind students that media purveyors often claim that they only "give the public what it wants." Brainstorm how to convey to the media that students want positive messages about females and males. They might organize discussions for other students, write letters to the editor of the local newspaper, write a letter to the executive in charge of the medium they analyzed explaining the project and their findings, send an email to the organization's web site, or contact advertisers to support shows that provide positive images and protest those that promote gender stereotypes.

Popular Culture Checklist

Name of Show, Song, Magazine, etc.:

Female *Male*

- Characters represented:

- Leading roles:
- Physical descriptions:
- Emotional characteristics:
- Personality:
- Mannerisms:
- Language:

Relationship to Other Gender:

Activity 3
Introduce Yourself—Gender Identity Chart

Objective

To explore the cultural influences that shape gender identities.

Grade Level

Grades 6 through 12.

Time

25 minutes.

Materials

Paper, pencil, and Gender Identity Chart handout.

Procedure

Students should first assess their existing expectations about appropriate behavior, activities, and aspirations for males and females. Read the following questions and have students fill in the blanks:

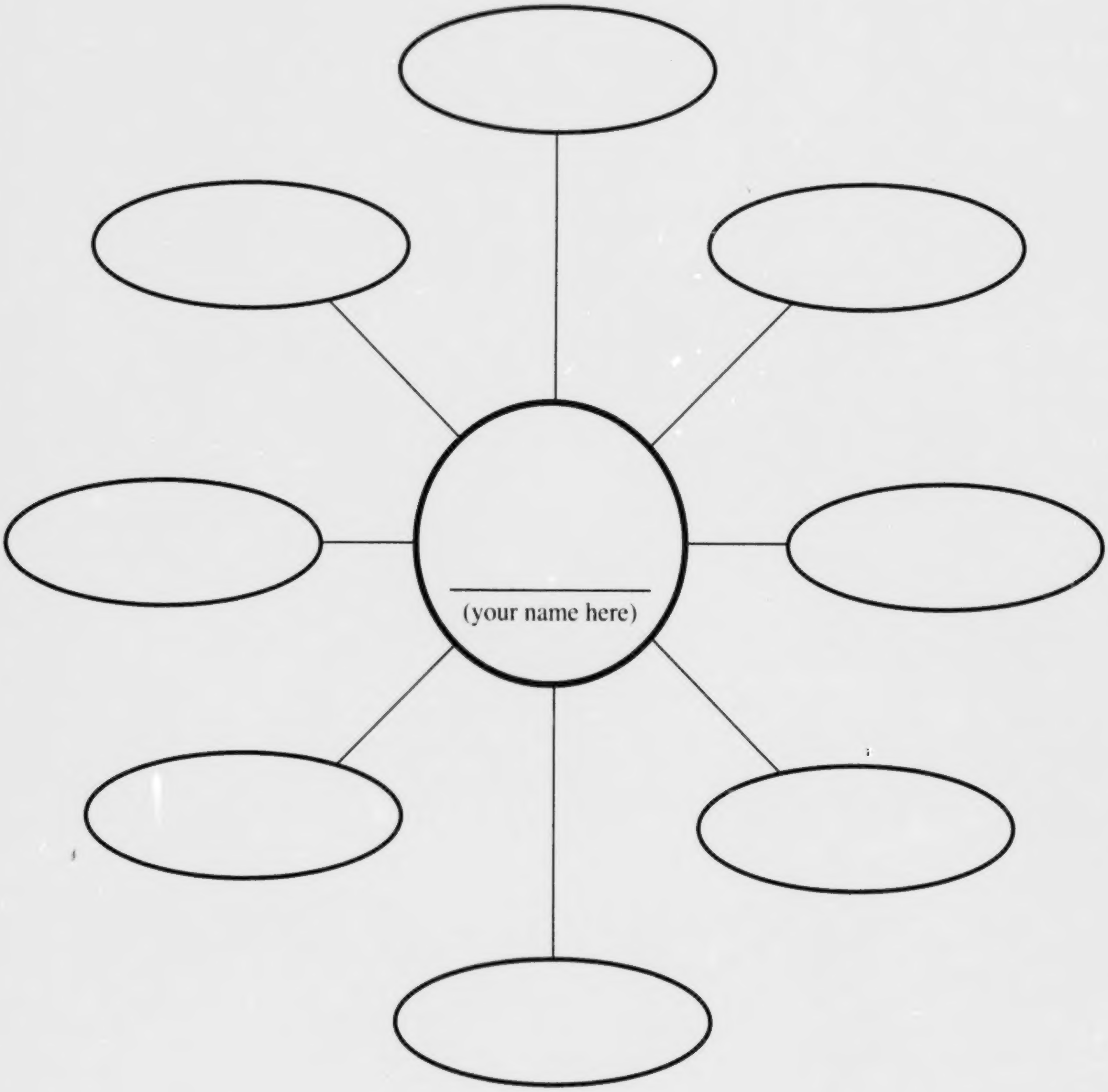
1. Because I am a (girl) (boy) I am expected to. . . .
2. I would never. . . .

Ask them if they like these expectations. Then hand out the blank Gender Identity Chart to all students and ask them to write one of the "sources" of their gender lessons in each circle. For example, a parent or other caretaking adult will probably occupy one or two circles. Religious affiliation, race, and dominant culture of the area (city, country, or town) in which they grew up may also be sources. Have students fill in all the circles, adding more if necessary. Then have them write down the most important things they learned from each of these sources. Explain that, when finished, the chart will illustrate the influences they consider to be most important in making them "who they are."

Have them break into groups of two to three and share this information in their subgroups. They should point out similarities they have with other members of the group and spend time exploring differences. Call the class together to discuss what they have learned. Discuss some of the influences that have shaped students' beliefs about gender roles. Provide students with the opportunity to reflect on their insights. You might want to have them write down their feelings about this experience, for their own use.

This exercise, presented by the Los Angeles Commission on Assaults Against Women's *In Touch with Teens: A Relationship Violence Prevention Curriculum for Youth Ages 12-19*, was originally developed by Lee Gardenswartz, Ph.D., and Anita Rowe, Ph.D., and utilized in their book, *Managing Diversity: A Complete Desk Reference and Planning Guide* (1993).

INTRODUCE YOURSELF: Gender Identity Chart


(your name here)

Activity 4

Gender Stereotypes for Males

Objective

To acquaint students with the concept that there are male gender-role stereotypes and to examine how these traditional behaviors and expectations affect males.

Grade Level

Grades 7 through 12.

Time

45 minutes.

Materials

Copies of Free to . . . ? handout, poster or overhead transparency equipment, chalkboard, and chalk.

Procedure

Distribute the Free to . . . ? handout and point out to students that it lists 20 activities. Instruct students to read each activity and to indicate their own feelings about males being involved in these activities by circling the response closest to their own position.

When the group is finished, tell students to total their responses. Ask for a show of hands:

"How many have 12 or more responses under *Agree somewhat*?"
"How many have 15 or more responses under *Disagree somewhat*?"
"How many have 15 or more responses under *Strongly disagree*?"

Discussion

Now guide a discussion focusing on these questions: Are males free to choose any activity? What do our answers tell us about how free males really are? Are males as limited as females in what they are encouraged to do? What activities seem to be the most acceptable for males? Why? What activities seem to constitute the least acceptable behavior for males? Why?

To help students examine what the world at large says about appropriate male behaviors and cultural expectations, put the following quotations on a series of overhead transparencies or list them on a poster that is temporarily shielded from view:

Adapted from WEEA Equity Resource Center, *School-to-Work Jump•Start Equity Kit*, (Newton, MA: WEEA Equity Resource Center, 1995).

"It's a man's world."

"Nice guys finish last."

"Act like a man."

"It's a dog-eat-dog world."

"Only the strong survive."

"Every man for himself."

"Are you a man or a mouse?"

Reveal the quotations one by one, asking the students what they convey about proper male behavior and cultural expectations. When all have been revealed and discussed, encourage the class to come up with additional quotations. To facilitate the discussion, divide the chalkboard into two sections. At the top of the first section, write "What Males Seek," and encourage students to think of words that indicate what males seek according to these quotations. You (or a student) should record the students' responses under this first section. Then write "What Males Resist" at the top of the second section, and again have the students brainstorm words that illustrate what the quotations suggest males resist. These words should also be recorded on the board.

Conclude this part of the activity with a discussion centering on these questions: To what extent are males free in their choices of behavior, and to what extent are they limited by cultural expectations? According to a conventional point of view, what careers would be considered somewhat unacceptable for males? What roles might be considered completely unacceptable? What kind of support is available for males who want to break away from traditional careers and/or roles?

Variation #1

Have students keep a daily list of ways in which males' experiences are different from females' experiences. Have them include the benefits as well as the disadvantages of being female or male. Discuss the lists the following week and periodically thereafter.

Variation #2

The students could collect verbal expressions, clichés, or sayings that illustrate traditional views of men. The final list could be used to prepare a skit.

Variation #3

Have students collect and discuss how magazine and television ads promote the macho male image.

Variation #4

Repeat the activity using female stereotypes.

Variation #5

Have the students administer the survey to men aged 30 or older and compile the results. Let the class compare the survey results from this group with those of current male students. Ask the students to examine and discuss the differences.

Free to . . . ?

Instructions

Circle the response closest to your own feelings about whether it is appropriate for a male to do each of the following actions:

1. Cook breakfast.

   Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

2. Knit a sweater or scarf.

   Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

3. Sew on a button.

   Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

4. Wash dishes.

   Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

5. Do housework.

   Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

6. Wear a dress in a play.

   Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

7. Cry.

   Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

8. Touch and show affection to friends.

   Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

9. Kiss his father.

   Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

10. Baby-sit.

    Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

11. Back out of a fight.

    Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

12. Carry a purse.

    Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

13. Complain about being hurt or sick.

    Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

14. Wrap a birthday present for his grandmother.

Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

15. Tell someone he was nervous and afraid about a test, a game, or a date.

Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

16. Ask a female to pay her own way on a date.

Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

17. Date a female who is the smartest person in the class.

Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

18. Announce openly to a group that he doesn't want to be a leader and will willingly let someone else be in charge.

Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

19. Try out for cheerleader.

Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

20. Take dancing lessons.

Strongly agree   Agree somewhat   Disagree somewhat   Strongly disagree

TOTAL:

Strongly agree ______   Agree somewhat ______   Disagree somewhat ______   Strongly disagree ______

PART II: INTRODUCTION TO TITLE IX

Overview

This section explains Title IX, the federal law that prohibits sex discrimination in education. It includes history, a timeline, and compliance information. It also provides information about nine key areas of education that have been affected by Title IX: access to higher education, athletics, career education, the learning environment, math and science, sexual harassment, employment, standardized testing, and pregnant and parenting teens. Classroom activities are provided for the first six issues.

Facts About Title IX

Before Title IX was enacted in 1972:[1]

- Many schools and universities had separate entrances for male and female students.
- Female students were not allowed to take certain courses, such as auto mechanics or criminal justice. Male students could not take courses like home economics.
- Some high school and college marching bands would not allow women to play.
- Most medical and law schools limited the number of women admitted to 15 or fewer per school.
- Many colleges and universities required women to have higher test scores and better grades than male applicants to gain admission.
- Women living on campus were not allowed to stay out past midnight.
- Women faculty members were excluded from the faculty club and encouraged to join the faculty wives' club instead.

Signs of progress after Title IX:[2]

- In 1994, 63 percent of female high school graduates were enrolled in college, compared with 43 percent in 1973.
- In 1994, women received 38 percent of medical degrees, up from 9 percent in 1994; 38 percent of dental degrees, up from 1 percent in 1972; and 43 percent of law degrees, up from 7 percent in 1972.
- In 1994, 27 percent of men and women had completed four or more years of college; in 1971, 18 percent of women and 26 percent of men had earned a bachelor's degree.
- In 1997, more than 100,000 women participated in intercollegiate athletics, a fourfold increase from 1971.
- In 1971, 300,000 women (7.5 percent) were high school athletes; in 1996, that figure had increased to 2.4 million (39 percent).

Remaining inequities 25 years after Title IX:

For females[3]

- Less than 20 percent of full professors in colleges and universities are women.
- Women's college athletics programs receive on average 25 percent of the athletics budget.
- The proportion of women coaching women's teams in colleges and universities has decreased over the past 25 years—from 90 percent to only 48 percent.
- Seventy percent of women in vocational education study the health professions, whereas 77 percent of men study trade and industry.
- Eighty-one percent of 8th through 11th graders surveyed have experienced some form of sexual harassment in school, with girls experiencing harassment at a slightly higher rate than boys—85 percent versus 76 percent respectively. Additionally, approximately 30 percent of undergraduate students and 40 percent of graduate students surveyed have experienced sexual harassment.

For males[4]

- From elementary school through high school, boys receive lower report card grades. By middle school they are far more likely to be grade repeaters and dropouts.

- Boys experience more difficulty adjusting to school. They are nine times more likely to suffer from hyperactivity and higher levels of academic stress.
- The majority of students identified for special education programs are boys. They represent 58 percent of students in classes for the mentally retarded, 71 percent of the learning disabled, and 80 percent of those in programs for the emotionally disturbed.
- In school, boys' misbehavior results in more frequent penalties, including corporal punishment. Boys comprise 71 percent of all school suspensions.
- "Until gender equity becomes a value promoted in every aspect of school, boys, as victims of their own miseducation, will grow up to be troubled men; they will be saddened by unmet expectations, unable to communicate with women as equals, and unprepared for modern life."[5]

Points for Reflection

Do I use examples in my teaching showing both men and women with a wide range of feelings, interests, and career choices?

Do I explain to my students how some curriculum materials have contributed to negative assumptions about women, either by omission of data or inclusion of data that promote a less than positive view? Do I try to fill in these gaps?

Does my school or program provide the community with current information about its nonsexist education programs?

Does the community my school or program serves want the school to foster and achieve gender equity?

Do I link gender equity to equity for race, class, ethnicity, or disability?

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[1] National Coalition for Women and Girls in Education, *Report Card on Gender Equity*.
[2] Ibid.
[3] Ibid.
[4] M. Sadker and D. Sadker, *Failing at Fairness*, 221.
[5] Ibid., 225

Mini-Lecture

What Is Title IX?

This mini-lecture will provide background information on the history and general scope of Title IX of the Education Amendments of 1972.

The Law

Title IX was passed by Congress on June 8, 1972, signed by President Richard M. Nixon on June 23, 1972, and went into effect July 1, 1972. It is a civil rights law prohibiting discrimination in education programs and activities receiving federal funds.

Title IX reads:

> *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*

Scope

Title IX applies to public and private schools from kindergarten throughout professional school, covering admissions, recruitment, educational programs and activities, course offerings and access, counseling, financial aid, employment assistance, facilities and housing, health and insurance benefits and services, marital and parental status, scholarships, athletics, and sexual harassment. (Most private elementary and secondary schools are exempt because they do not receive federal funds; however, most private postsecondary institutions are covered.) With certain exceptions, elementary and secondary schools may not assign students to separate classrooms or activities, or prevent them from enrolling in a course of their choice, on the basis of sex. This includes health, physical education, industrial arts, business, vocational, technical, home economics/life sciences, music and adult education courses.

Title IX permits segregation of students by sex under certain circumstances. These exceptions are:

- In music classes, schools may have requirements based on vocal range or quality, which may result in all-male or all-female choruses.

- In elementary and secondary schools, portions of classes that deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.
- In physical education classes or activities, students may be separated by sex when participating in sports where the major purpose or activity involves bodily contact (for example wrestling, boxing, rugby, ice hockey, football, and basketball).
- Students may be grouped in physical education classes by ability if objective standards of individual performance are applied. This may result in all-male or all-female ability groups. If the use of a single standard to measure skill or progress in a physical education class has an adverse effect on members of one sex, schools must use appropriate standards that do not have such an effect. For example, if the ability to lift a certain weight is used as a standard for assignment to a swimming class, application of this standard may exclude some girls. The school would have to use other, appropriate standards to make the selection for that class.

A school system that operates separate educational programs or activities for members of each sex in accordance with the mentioned exceptions, must ensure that the separate course, services, and facilities are comparable.

Educational institutions controlled by religious organizations whose tenets conflict with the requirements of Title IX may request an exemption.

History

Title IX of the Education Amendments of 1972 was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions. It is one of several federal and state antidiscrimination laws that define and ensure equality in education.

Title IX's origin is in a 1965 presidential Executive Order (11246) prohibiting federal contractors from discrimination in employment on the basis of race, color, religion, or national origin. Executive Order 11246 was amended by President Lyndon Johnson, effective October 13, 1968, to include discrimination based on gender.

In early 1970, Bernice R. Sandler, a part-time lecturer at the University of Maryland, was the first person to file a sex discrimination complaint under Executive Order 11246.

On March 9, 1970, Rep. Martha Griffiths (D-Michigan) gave the first speech in the U.S. Congress concerning discrimination against women. Three weeks later, the first contract compliance investigation involving sex discrimination began at Harvard University.

In June and July 1970, Rep. Edith Green (D-Oregon), the chair of the subcommittee that dealt with higher education, drafted legislation prohibiting discrimination in education and held the first congressional hearings on the education and employment of women. These hearings were the first legislative step toward the enactment of Title IX. Women like Rep. Shirley Chisholm (D-New York) and Rep. Patsy Mink (D-Hawaii) were strong supporters of the legislation. Rep. Chisholm testified before the committee, and Rep. Mink was one of the original cosponsors of the bill.

Rep. Green's bill was introduced in the Senate by Sen. Birch Bayh (D-Indiana) and Sen. George McGovern (D-South Dakota). Although the U.S. House-Senate conference took several months to settle differences between the House and Senate versions of the education bill, it was little noticed by educational interest groups and passed Congress easily. A timeline of events begin on page 35.

Regulations

The Department of Health, Education, and Welfare (HEW), (the Department of Health and Human Services and the Department of Education are now two separate divisions), took three years to translate Title IX into specific regulations. President Gerald R. Ford signed the Title IX regulations on May 27, 1975.

Accompanying Civil Rights Legislation

Title IX began its policy journey with the presidential Executive Order 11246, but it has its roots in the civil rights and feminist movements of the late 1950s, 1960s, and early 1970s.

Beginning in the 1950s following the Supreme Court decision in *Brown v. Board of Education* (1954) outlawing the racial segregation of public schools, African American communities began to win concessions in the struggle for civil rights.

Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin. In 1972, Title VII was amended to include all employees in educational institutions. In addition, Title IV provides support to schools working to comply with the nondiscrimination mandate by providing federal funding for regional assistance centers and state education agencies in order to allow these agencies to provide free technical assistance and materials to elementary and secondary schools to ensure that students receive equal educational opportunities. In the fall of 1996, Congress eliminated state funds for Title IV, reducing the resources available to local school districts.

Three other pieces of federal civil rights legislation followed Title IX: Section 504 of the Rehabilitation Act of 1973 prohibiting disability discrimination; the Age Discrimination Act of 1975; and Title II of the Americans with Disabilities Act of 1990, prohibiting disability discrimination by public entities.

WEEA

In January 1973, Rep. Patsy Mink reintroduced legislation to create the Women's Educational Equity Act (WEEA), which had failed in committee the previous year. Sen. Walter Mondale (D-Minnesota) introduced the bill in the Senate. After public hearings in the summer and fall of 1973, WEEA was passed in 1974. The purpose of the law is to make education more equitable for girls and women by providing incentives and guidance to schools and community groups. The WEEA Program funded grants, created the National Advisory Council on Women's Educational Programs (abolished in 1988), and funded the WEEA Equity Resource Center, now the WEEA Equity Resource Center, located at Education Development Center, Inc. (EDC) in Newton, Mass. WEEA was extended in 1978, amended in 1984, and reauthorized in 1988 and 1994.

Since its inception, WEEA has funded over 700 projects in schools, communities, and community-based organizations. Many of these pioneering programs created program guides or other materials to help others in the field. Many are available from the WEEA Equity Resource Center at EDC.

Other Legislative Support for Title IX

Legislative support for Title IX is also derived from the 1976 Amendments to the Vocational Equity Act of 1963, which required states receiving federal funding for vocational education to develop and carry out activities and programs to eliminate gender bias, stereotyping, and discrimination in vocational education. The amendments also permit the allocation of federal funds to programs for single heads of households, homemakers, part-time workers seeking full-time jobs, and persons seeking jobs in areas nontraditional for their sex. Further, under the amendments, many states were required to name state vocational education equity coordinators or sex equity coordinators who provide training and produce materials aimed at making vocational education more equitable and less segregated by sex.

The Carl D. Perkins Act of 1984 allowed the coordinator to administer funds for projects to eliminate gender bias and for programs aimed at single parent and homemaker programs according to the discretion of the states. In October 1998, Congress approved the Carl D. Perkins Applied Technology Act Amendments of 1998 which eliminated funds set aside for gender equity programs. Additionally, although states can spend between $60,000 to $150,000 a year on gender equity activities under the new law, there is no specific funding earmarked for the gender equity coordinator.

In 1984, the Supreme Court ruled in *Grove City College v. Bell* that Title IX was program specific. Therefore, only those programs and activities receiving direct federal funds needed to comply. However, in 1988, Congress passed the Civil Rights Restoration Act, which restored the liability for sanctions to an entire school system or college receiving federal education funds.

The Supreme Court also acknowledged in *Franklin v. Gwinnet County Public Schools et al.* that institutions could be held liable for individuals in those institutions who participated in discriminatory behavior toward females. In this landmark case, the Supreme Court also ruled that plaintiffs could sue for monetary damages. This ruling increased the willingness of lawyers to take on Title IX suits. It also issued a wake-up call to school districts about the possible consequences of noncompliance.

Many states also have laws similar to Title IX. If your state has a law, compare and contrast it to Title IX.

Enforcement

The Office for Civil Rights (OCR) in the U.S. Department of Education is responsible for enforcing Title IX. Each school district and state is required to have a Title IX coordinator. Check with your district office if you don't know who this person is. You can also check the WEEA web site at www.edc.org/WomensEquity for the names of individuals in each state who are mandated to monitor Title IX. If no one is listed, contact the state superintendent of education. For additional information, visit the OCR's web site www.ed.gov/offices/OCR or call the Department of Education customer service team at 1-800-421-3481.

Activity 5
Where Were You When It Happened?

Objective

To help students understand the changes that have come about over time in educational and, therefore, life choices as a result of Title IX.

Grade Level

Grades 7 through 12.

Time

30 to 45 minutes, plus time outside class for research to be determined by teacher, and two class periods for reports and discussion.

Materials

Where Were You? handout and the Title IX Timeline on a roll of butcher paper.

Procedure

Discuss the Title IX Timeline. Since the timeline begins in 1954, your students will not have firsthand knowledge about the early years of Title IX. However, you can ask them to tell you what they know from history lessons about concurrent events. What else was happening in the United States? What was happening in their state? What do they know about what their parents or other adults in their lives were doing? Ask students what they were doing in the more recent part of the timeline. Discuss the process of interviewing. Assign interview.

Outside of class. Have students complete the handout by interviewing three adults in their lives from as many generations as possible. Students will be asking if the adults would have made different choices if they could have, and it is important to ensure that there is no suggestion that being an at-home parent is in any way inferior to working outside the home.

In class, day 2. After students have completed the interviews, hang the Title IX Timeline on the walls around the room. Then have the students locate the date on the timeline when each person they interviewed was 18. Have each student list the interviewee's gender, occupation, and any response that surprised or intrigued the student.

Have students share stories from the beginning to the end of the timeline. Then discuss whether the students feel they are better or worse off as a result of Title IX.

Variation

Have students visit the WEEA web site at **www.edc.org/WomensEquity** and post their interview results.

Where Were You?

Interview three adults from as many generations as you can.

Name of interviewee Age

What is the interviewee's relationship to you?

In what year was the interviewee 18?

(Tell interviewee: I am asking about when you were 18 because that is the age that people generally graduate from high school and begin their careers or go to college.)

Now conduct the interview, using these questions as a guideline:

1. How many occupations have you had?
2. What has your primary occupation been?
3. Did you feel you had a choice in your occupation?
    - a) If yes, do you feel you made the right choice?
        - (i) What was the determining factor in the career choice(s)?
        - (ii) Could you have changed your mind?
    - b) If no, why didn't you have a choice?
    - c) Did you recognize that you didn't have a choice?
    - d) How did you feel about that?
    - e) What other choices might you have made?
    - f) What kind of training did you get for work?

4. Did you go to college?
   a) If yes, did that make a difference in your career?
   b) If no, did you want to go to college?
5. Did you receive vocational training?
   a) If yes, was it in a subject area you chose?

Now take a few minutes to explain a little bit about Title IX to the interviewee. Tell her or him that Title IX is the federal law passed in 1972 to eliminate sex discrimination in education. It applies to any institution that receives federal funds. Also say that it covers all aspects of education—from athletics to career education to standardized testing and sexual harassment. Then ask the following questions:

6. Did you make your occupational choices before or after (or both before and after) Title IX went into effect?
7. Would Title IX have made a difference, or did Title IX actually make a difference, in your own choices?
   a) If so, how?
   b) If not, do you wish it could have or had?
8. Do you think Title IX will make a difference in my life?
9. How do you feel about that?

Title IX Timeline

1954

The U.S. Supreme Court outlaws racial segregation in schools in its decision in *Brown v. Board of Education*.

1964

Civil Rights Act of 1964, prohibiting discrimination in employment based on race, color, religion, or national origin, is passed. Rep. Martha Griffiths (D-Michigan) tries to add sex discrimination to the discussion, but it is not included at this point. Title IV sets in place a network of regional Desegregation Assistance Centers, Desegregation Training Institutes, State Education Agency Desegregation Projects, and local district projects.

1969

President Richard M. Nixon forms the Task Force on Women's Rights and Responsibilities.

1970

The Women's Equity Action League (WEAL) files a complaint by Bernice Sandler using Executive Order 11246 to claim sex discrimination in federal contracting.

June and July 1970: The first congressional hearings on sex discrimination in education are held before the U.S. House of Representatives Special Subcommittee on Education, Committee on Education and Labor. Rep. Edith Green (D-Oregon) chairs the subcommittee on postsecondary education.

The *Adams v. Bennett* case is filed. The suit aims to force the federal government to enforce civil rights laws.

1971

Titles VII and VIII of the Public Health Service Act, precursors to Title IX, are amended to open admissions to medical and health training schools.

Excerpted from "A History of Sex Equity: A Timeline," Barb Bitters, *NCSEE News*, Summer 1997: Vol. 96–97, no. 4.

1972

April 18: Rep. Patsy Mink (D-Hawaii) introduces the Women's Education Act (HR 208), the precursor to the legislation ultimately passed as the Women's Educational Equity Act. It dies in committee.

May 22: The U.S. Senate passes Title IX of the Education Amendments. The U.S. House of Representatives passes the bill on June 8, President Nixon signs it on June 23, and it takes effect on July 1. The Office for Civil Rights (OCR) in the U.S. Department of Health, Education, and Welfare (HEW) is given authority to enforce Title IX.

1973

January 3: Rep. Patsy Mink reintroduces HR 208 and Sen. Walter Mondale (D-Minnesota) introduces S. 2518 to create the Women's Educational Equity Act. Public hearings are held in the summer and fall.

1974

August: The Women's Educational Equity Act authorizes funds for the development of model educational projects. The act also establishes a 17-member National Advisory Council on Women's Educational Programs, appointed by the president and confirmed by the Senate.

1975

June 4: Final regulations for Title IX are issued.

The first National Advisory Council on Women's Educational Programs is appointed.

The first WEEA grants are awarded.

1976

Gender equity provisions of the Vocational Education Act are passed.

The WEEA Equity Resource Center is established at EDC.

1977

October 3: Regulations for the Vocational Education Act are issued. They contain definitions for gender-role stereotyping, gender bias, and sex discrimination, as well as clarifying the responsibilities of the gender equity coordinator.

1978

WEEA is reauthorized as Title IX, Part C of the Elementary and Secondary Education Act, with an $80-million, two-tiered program, the first $15 million of which go to projects of national, general, or statewide significance. Funding priorities are created for the first time.

July 21: The three-year adjustment period for colleges and universities to bring their sports programs into compliance with Title IX ends.

1979

HEW announces its Title IX policy on intercollegiate athletics.

OCR Guidelines in Vocational Education are issued.

May 14: In *Cannon v. University of Chicago,* the U.S. Supreme Court decides (6–3) that an individual may file suit in federal court for redress of sex discrimination without exhausting administrative procedures through HEW.

The first Title IX sexual harassment complaint/case, *Price v. Yale,* is dismissed.

1981

The OCR issues a policy defining sexual harassment under Title IX.

November: WEEA and Title IV escape consolidation into education block grants; however, budget ceilings are slashed to $6 million for WEEA and $37 million for Title IV.

November 30: In *O'Connor v. Board of Education of School District #23,* the U.S. Supreme Court rules that school boards may maintain separate but equal athletic teams for boys and girls in contact sports. Karen O'Connor, a 12-year-old girl, loses her appeal to play on the boys' basketball team.

Sen. Orrin Hatch (R-Utah) introduces S. 1361, aimed at drastically reducing the scope of Title IX coverage.

1982

May 17: The U.S. Supreme Court rules (6–3) in *North Haven v. Bell* that Title IX protects employees as well as students. The Department of Education had not been enforcing Title IX employment complaints since July 1979.

November: WEEA hearings are scheduled in the U.S. House of Representatives because of charges of political abuse and mismanagement. These charges are found to be false.

1983

A U.S. District Court judge freezes Title IV and WEEA funds from June until November 21 because the federal government did not meet its obligation with regard to Chicago desegregation efforts.

November 29: The U.S. Supreme Court hears arguments in *Grove City v. Bell,* an attempt to restrict the application of Title IX to the specific program that received federal funding rather than the entire institution. The U.S. Department of Justice leads the attack to weaken Title IX coverage.

1984

The Carl D. Perkins Vocational Education Act is passed. It provides for the continuation of the gender equity coordinator/administrator role and functions and provides two set-asides: gender equity (3.5 percent) and single parent and homemaker programs (8.5 percent).

February 28: The U.S. Supreme Court issues a decision in *Grove City College v. Bell.* Institutionwide coverage ceases to be the standard, and program-specific coverage is implemented. Immediate efforts begin to get Congress to pass the Civil Rights Restoration Act to reinstate institutionwide coverage.

October 19: President Reagan signs the new Women's Educational Equity Act (as part of the Elementary and Secondary Education Act).

1988

January 28: The U.S. Senate passes the Civil Rights Restoration Act. The U.S. House approves the bill on February 25.

April: Congress passes legislation to revise WEEA and extend the program until 1993. The act eliminates the National Advisory Council on Women's Education Programs.

1990

September 25: The Carl D. Perkins Vocational and Applied Technology Act becomes law. It provides for a 10.5 percent set-aside for gender equity, single parents, and displaced homemakers (minimum 7 percent for single parents and displaced homemakers and 3 percent for gender equity programs).

July: A ruling of the 11th Circuit Court of Appeals in *Lussier v. Dugger* (#89-3354) allows the Civil Rights Restoration Act to be applied retroactively to the date of the *Grove City* decision in 1984.

1991

November: A new Civil Rights Act becomes law. It adds compensatory and punitive damages for sex discrimination under Title VII of the Civil Rights Act of 1964. (Such damages were previously available for race and national origin discrimination.)

1992

January 26: The first provisions of the Americans with Disabilities Act go into effect.

February 26: The U.S. Supreme Court issues a decision in *Franklin v. Gwinnett County Public Schools.* The Court decides that a student (Christine Franklin) who has been sexually harassed is entitled under Title IX to seek monetary damages from the institution.

The Higher Education Reauthorization Act is passed. It requires campuses that participate in the programs of the act to develop and distribute policies preventing and dealing with sexual assault.

1993

June: The Gender Equity in Education Act, developed by the National Coalition for Women and Girls in Education, is introduced in Congress. The legislation is passed as part of the Elementary and Secondary Education Act (ESEA) reauthorization. WEEA is funded at $1.98 million for FY 94. The OCR is funded at $56.6 million.

A federal court issues a landmark ruling in *Doe v. Petaluma City School District* that Title IX prohibits student-to-student sexual harassment.

1994

October 20: President Clinton signs the Improving America's Schools Act (IASA; formerly the Elementary and Secondary Education Act) which includes WEEA reauthorization.

1995

Congress calls for drastic cuts in domestic programs, jeopardizing civil rights and educational equity programs. The U.S. Department of Education's 1996 budget proposes elimination of the state education agencies' grant program. WEEA and other IASA programs face cuts of up to 100 percent.

1996

May: Title IV, the state education agencies' grant program, is eliminated.

September: Congress eliminates WEEA funding.

1997

March: OCR issues a policy guidance confirming schools' responsibility for preventing and remedying sexual harassment, and schools' potential liability.

April 21: The U.S. Supreme Court upholds an earlier ruling that Brown University illegally discriminated against its female athletes.

June 17: White House hosts Title IX celebration at which President Clinton announces that he has issued an executive memo directing all appropriate federal agencies to review their Title IX obligations and report findings to the attorney general within 90 days. He also pledges to work to expand Title IX coverage to government-run programs like the Department of Defense's overseas schools, which are currently not covered by the law.

June 23: 25th anniversary of Title IX. The National Coalition for Women and Girls in Education releases *Title IX at 25: Report Card on Gender Equity* and launches a yearlong celebration of Title IX.

November 8: Congress appropriates $3 million for FY98 to fund the WEEA Program. President Clinton signs the bill on November 13, 1997.

1998

June: In *Gebser v. Lago Vista Independent School District*, a case involving sexual harassment of a student by a teacher, the U.S. Supreme Court ruled, 5–4, that school districts are liable for money damages under Title IX only when a school official with authority to take corrective measures has actual knowledge of the harassment, and has acted with deliberate indifference.

1999

January 12: The U.S. Supreme Court hears oral arguments in *Davis v. Monroe County Board of Education*, to determine whether schools can be held responsible for student-to-student sexual harassment.

May 24: The U.S. Supreme Court rules that under Title IX schools are responsible for peer sexual harassment if they are aware of it and are deliberately indifferent to it. In its 5–4 decision in *Davis v. Monroe County Board of Education*, the Court also clarified that the term "sexual harassment" applies only to misconduct that is so severe, pervasive, and objectively offensive that it undermines the student's educational experience.

Mini-Lecture

Complying with Title IX

This mini-lecture will provide an explanation of institutions' responsibilities in complying with Title IX of the 1972 Education Amendments.

Why Comply?

Title IX compliance is required by the federal government.

Title IX is consistent with schools' goals of responding to each individual student's needs, interests, and talents and ensuring a school environment that fosters tolerance and respect for all. Implementation of Title IX benefits both male and female students of all races, ethnic groups, and grade levels.

Title IX—particularly its coverage of guidance, vocational, and career education—responds to the changing demands of work and home life in today's society. Today most women work outside the home; more single parents and more men are increasingly involved in child care. Female and male students, therefore, need equal educational opportunities to give them access to the options they will need as adults.

Regulations

School systems or other recipients of federal funds must designate at least one employee as the Title IX coordinator to oversee compliance efforts and investigate any complaints of sex discrimination. In our school district it is ______________________________.

All students and employees must be notified of the name(s), office address(es), and telephone number(s) of the designated coordinators of Title IX. Our district does this by ____________________.

Grievance procedures and nondiscrimination policies must also be made public. We ____.

School systems may take remedial and affirmative steps to increase the participation of students in programs or activities where bias has occurred. (Give examples from your school district.)

Although at least one employee is required to be designated to coordinate compliance with Title IX, it is the shared responsibility of an entire school district, from top-level administration to individual staff, to foster compliance.

Enforcement

The OCR in the U.S. Department of Education is responsible for enforcing Title IX. Each school system is responsible for implementing and enforcing Title IX.

Noncompliance could result in a cutoff of all federal funds to a school district or institution.

Additionally, if there is a lawsuit against the school, a court finding of sex discrimination may also result in the award of monetary damages.

Understanding the Terms

Within the context of educational opportunity for females and males, practices and behaviors fall into the following categories:

Sexist Practices and Behaviors

- Gender Discriminatory: those specifically prohibited by Title IX.
- Gender Biased: those that are still discriminatory and may be the subjects of grievances, but are not specifically covered by Title IX regulation.

Nonsexist Practices and Behaviors

- Gender-Fair: those affecting males and females similarly, meeting the letter of the law.
- Gender Affirmative: those that go beyond being gender-fair, by attempting to overcome the past effects of discrimination and bias for the affected sex.

Adapted from L. Stuvé. *Expanding Options* (Newton, MA: WEEA Equity Resource Center, 1984).

Activity 6
Title IX Compliance

Objective

To help students understand the difference between sexist behaviors and practices (not allowed under Title IX) and gender-fair behaviors and practices.

Grade Level

Grades 9 through 12.

Time

45 minutes.

Materials

Copies of the Title IX Compliance worksheet.

Procedure

Distribute a copy of the worksheet to all students. Give them 20 minutes to complete the worksheet. Have the class discuss answers.

Variation

Break the class into groups of three to four students and have each group complete the worksheet. Bring the whole class together to discuss.

Adapted from L. Stuvé, *Expanding Options* (Newton, MA: WEEA Equity Resource Center, 1984).

Title IX Compliance

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Nonsexist Practices and Behaviors

- Gender-Fair: those affecting males and females similarly, meeting the letter of the law.
- Gender Affirmative: those that go beyond gender-fair, by attempting to overcome the past effects of discrimination and bias for the affected sex.

Instructions

Each of the following 20 examples falls under one of the categories above. Decide whether each example is Gender Discriminatory, Gender Biased, Gender-Fair, or Gender Affirmative. Mark the column corresponding to your answer.

Gender Discriminatory	Gender Biased	Gender Fair	Gender Affirmative	
______	______	______	______	1. Not allowing females to use certain pieces of classroom machinery.
______	______	______	______	2. Praising females for their appearance; praising males for their academic achievements.
______	______	______	______	3. Requiring both males and females to wear uniforms that are similar in style and price.
______	______	______	______	4. Encouraging students to consider both males and females for leadership positions, and helping them to evaluate the assumptions reflected in electing a male as president and a female as secretary.
______	______	______	______	5. Presenting a list of possible projects in life sciences/home economics courses that would appeal to both males and females, and allowing students to select those that interest them most.
______	______	______	______	6. Suspending males for fighting; reprimanding females for the same behavior.
______	______	______	______	7. Participating in developing in-service training for teachers on techniques for eliminating gender bias and discrimination in the classroom.
______	______	______	______	8. Requiring females to obtain written statements from prospective employers before entering certain vocational courses; making no similar requirements for males.

Gender Discriminatory	Gender Biased	Gender Fair	Gender Affirmative	
______	______	______	______	9. Providing all students with information and counseling regarding the changing roles of females and males in the world of work and other areas of life and the importance of considering a variety of course options, both traditional and nontraditional.
______	______	______	______	10. Punishing both males and females who violate the school's "no smoking" rule by assigning detention based on the number of offenses.
______	______	______	______	11. Maintaining eye contact with members of one sex more than the other.
______	______	______	______	12. Allowing girls, but not boys, to cry in the classroom.
______	______	______	______	13. Requesting information on marital or parental status on employment applications.
______	______	______	______	14. Allowing classes that naturally attract a disproportionate number of either sex to be offered without investigation.
______	______	______	______	15. In coed physical education classes, providing a single grading standard for all students, regardless of consequences.
______	______	______	______	16. Including in all announcements, bulletins, catalogs, and applications a district policy statement prohibiting sex discrimination.
______	______	______	______	17. Designing special sessions to assist students in exploring nontraditional career opportunities.
______	______	______	______	18. Allowing boys and girls to line up in separate lines.
______	______	______	______	19. Ensuring that there are equitable numbers of male and female applicants for administrative positions.
______	______	______	______	20. Providing a classroom with materials that illustrate both males and females in active play.

Title IX Compliance Answer Sheet

Gender Discriminatory	Gender Biased	Gender Fair	Gender Affirmative		
X				1.	Not allowing females to use certain pieces of classroom machinery.
	X			2.	Praising females for their appearance; praising males for their academic achievements.
		X		3.	Requiring both males and females to wear uniforms that are similar in style and price.
			X	4.	Encouraging students to consider both males and females for leadership positions, and helping them to evaluate the assumptions reflected in electing a male as president and a female as secretary.
		X		5.	Presenting a list of possible projects in life sciences/home economics courses that would appeal to both males and females, and allowing students to select those that interest them most.
X				6.	Suspending males for fighting; reprimanding females for the same behavior.
			X	7.	Participating in developing in-service training for teachers on techniques for eliminating gender bias and discrimination in the classroom.
X				8.	Requiring females to obtain written statements from prospective employers before entering certain vocational courses; making no similar requirements for males.
			X	9.	Providing all students with information and counseling regarding the changing roles of females and males in the world of work and other areas of life and the importance of considering a variety of course options, both traditional and nontraditional.
		X		10.	Punishing both males and females who violate the school's "no smoking" rule by assigning detention based on the number of offenses.
	X			11.	Maintaining eye contact with members of one sex more than the other.
	X			12.	Allowing girls, but not boys, to cry in the classroom.
X				13.	Requesting information on marital or parental status on employment applications.

Gender Discriminatory	Gender Biased	Gender Fair	Gender Affirmative		
	X			14.	Allowing classes that naturally attract a disproportionate number of either sex to be offered without investigation.
X				15.	In coed physical education classes, providing a single grading standard for all students, regardless of consequences.
		X		16.	Including in all announcements, bulletins, catalogs, and applications a district policy statement prohibiting sex discrimination.
			X	17.	Designing special sessions to assist students in exploring nontraditional career opportunities.
	X			18.	Allowing boys and girls to line up in separate lines.
		X		19.	Ensuring that there are equitable numbers of male and female applicants for administrative positions.
		X		20.	Providing a classroom with materials that illustrate both males and females in active play.

Activity 7

Equity Scavenger Hunt

Objective

To teach students how Title IX applies to their own education and to encourage them to use the information they gather to support equitable education.

Grade Level

Grades 10 through 12.

Time

Two 45-minute class periods, plus time outside class to be determined by teacher.

Materials

Equity Scavenger Hunt lists. Student hall passes if needed.

Procedure

Modeled after the traditional scavenger hunt, the Equity Scavenger Hunt challenges students to find indicators of the school's compliance with the law and its commitment to equity. It is important to remind them that the mere existence of these indicators does not mean that the school is in total compliance with either the letter or the spirit of the law. However, the more readily available the items, the more likely the school is to be meeting the requirements of the law and possibly going beyond it.

Before you assign this project notify all faculty and staff that the first part of this activity requires students to ask for information from the principal or other senior administrators, the librarian, and others in your school.

In preparation for the Equity Scavenger Hunt, draft lists of items for the search. Include at least two from each group, with three or four from the category of education programs and activities. Place the lists in envelopes ready to distribute to teams. Make sure that each team has a completely different list, and that there are as many lists as there will be teams. Prepare any special hall passes or permits students may need to leave the classroom or move around the school during the equity scavenger hunt.

Adapted and reprinted with permission from *Guide for Sex Equity Trainers*, Joyce S. Kaser, Myra Pollack Sadker, and David Miller Sadker, Longman Inc., New York, 1982.

Part I: Planning the Equity Scavenger Hunt

After reviewing the purpose of the Equity Scavenger Hunt with the group, divide students into teams of six and pass out the envelopes. Then review the following ground rules with the teams.

- Each team has a limited time to complete the assignments (set time limits as appropriate).
- If any team has difficulty securing the items, a representative should contact the teacher or teacher's assistant. (Note: This might be a good time to have a parent or industry volunteer assist you in your classroom, assuming you have time to prepare them in advance for this activity.)
- Not all items on the list will necessarily either be available in the school or be accessible to the extent indicated on the list. Students should come as close as possible to locating the item just as it is described.
- Teams should bring either the items themselves or documentation of the items to the next class session. A spokesperson should be prepared to report on each team's findings.

Part II: Processing the Equity Scavenger Hunt

After reconvening the teams, have a spokesperson for each group make a presentation on its findings. Items should be shown or the documentation discussed.

As the items are presented, the teacher decides if the team has obtained the correct item and, if so, awards the number of points indicated on the original list. (Alternatively, the teacher may select a team of students to play this role.) Partial points can be awarded for instances in which the team has obtained part of the item or an item very similar to the one listed. This process should continue until all teams have made their reports and been awarded points. Then the teacher can announce the winning team and, if desired, present a prize or prizes to the group members. Suitable prizes might be books on the topic of gender equity, plaques, or posters.

In addition to the presentations, you need to focus on the experience of the Equity Scavenger Hunt and the insights that students may have gained. Questions such as the following will stimulate that discussion:

- How easy or difficult was finding the item?
- What were people's reactions when you asked for certain items?
- What were your expectations about what you would find?

- Which items confirmed your expectations of what you thought you would find?
- What information did you find that ran counter to your expectations?
- How would you assess the overall level of compliance with the laws and the provision of gender equity in your school?
- What areas clearly call for further investigation?
- What will you do next to strengthen gender equity in your school or to further your own understanding of gender equity?

Please keep in mind that there are many opportunities for engaging people in the local community in this activity. They could be judges, cofacilitators, award presenters, or suppliers of awards. Involving community resources in this manner is a good way to educate parents, business people, and others about gender equity. They could be helpful in initiating efforts to support gender equity in your school or to support future actions students might take based on the results of the Equity Scavenger Hunt.

What Do We Look For?
Items for the Equity Scavenger Hunt

Directions

The following are some items that teams can search for on the Equity Scavenger Hunt. This list provides only possibilities; it is not meant to be definitive. Add other items, and delete and modify those that are not appropriate for your school. All items are worth 10 points.

Administrative Policies and Procedures

1. District's policy on nondiscrimination on the basis of gender.
2. District's guidelines for implementation of that policy.
3. Title IX grievance procedure for students.
4. District's Title IX institutional self-evaluation (may not have been done since 1972).
5. Notification to parents of policy of nondiscrimination on the basis of gender.
6. Discipline policy that does not have different provision for male and female students.

Education Programs and Activities

1. Two class presidents who are female and two secretaries or treasurers who are male.
2. A nonsexist bulletin board in a hallway or classroom.
3. A math textbook illustrating females and males in both traditional and nontraditional roles.
4. A history text that lists more than 15 women in the index.
5. A copy of *Ms.* magazine from the library.
6. A book about Harriet Tubman (or Margaret Mead, or Margaret Sanger, or Wilma Mankiller) from the library.
7. A copy of one of the following classic texts: *The Feminine Mystique; Ain't I a Woman; The Female Eunuch; All the Women Are White, All the Men Are Black, But Some of Us Are Brave; The Second Sex;* or *This Bridge Called My Back.*
8. A copy of *Men's Liberation, Hazards of Being Male,* or *Men and Masculinity.*
9. A life sciences/home economics text that shows males preparing a meal, caring for children, or doing laundry or other household functions.
10. A physics or calculus course that has an equal number of female and male students enrolled.
11. An auto mechanics, welding, carpentry, or electrical class that has more than two females.
12. A cosmetology or child development class that has more than two males.
13. A female teacher who uses nonsexist language and encourages students to do the same.

14. A male teacher who uses nonsexist language and encourages students to do the same.
15. A copy of the student handbook showing both male and female students in traditional and nontraditional roles.
16. A male cheerleader or drum major.
17. Data showing equal percentages of females and males (+/– 5 percent) going on to college or other postsecondary training.

Counseling

1. Counseling materials that show women in roles nontraditional to their sex.
2. Counseling materials that show men in roles nontraditional to their sex.
3. A nonsexist student interest inventory.
4. A senior boy who plans to study nursing or elementary education.
5. A senior girl who plans to study engineering or medicine.

Employment

1. A female secondary school principal or assistant principal.
2. A male home economics teacher, librarian, or school nurse.
3. A female industrial arts teacher, calculus teacher, or chemistry teacher.
4. A female janitor or a male school secretary.

Athletics and Physical Education

1. A male basketball team and a female basketball team.
2. A female basketball coach for a female basketball team.
3. A coed track, golf, or swim team.
4. Boys' and girls' basketball teams that share practice times and facilities.
5. Any coed physical education classes in the contact sports.
6. The names of five female athletes who have varsity letters.

PART III: COMPONENTS OF TITLE IX

Title IX applies to all areas of education. This section explores nine key areas of education and provides activities for students to learn more about the impact of Title IX on their lives. One activity that you can use throughout this section is Activity 25, "Biography," to give students the opportunity to research women and men, girls and boys who have been significant in enacting and implementing Title IX. This activity can be found in Part IV: Action for Change, on page 146.

Access to Higher Education

Overview

While Title IX has made great inroads in higher education, providing women with much greater access to our nation's colleges and universities, other barriers persist, among them segregation by sex and disparities in financial aid awards. Growing numbers of women receive degrees at all levels of postsecondary education, but they continue to be underrepresented in nontraditional fields in which degrees confer greater earning power upon graduation. Successful reform in elementary and high schools will undoubtedly lead girls and boys to develop strengths in nontraditional fields. Helping students to recognize roadblocks they might encounter in higher education, and to plan strategies for dealing with them, is critical to ensure that they can continue to feel confident, safe, and supported at the postsecondary level. The activities in this section deal with issues of access and what it means to be unfairly excluded. The activities also demonstrate how Title IX can further open up opportunities for higher education to all students.

It is important for students to begin thinking about their higher education options as early as possible. To prepare for some careers—medicine, for example—students have to take mathematics and science courses in middle school to prepare for the more advanced courses in high school, and in order to take the courses required in college. Beyond preparing for specific careers, research has shown that low-income students and students of color who take algebra and geometry go to college in numbers equal to wealthier whites. However, only half as many low-income students and students of color take these important courses.[1] Additionally, the more education a person has, the higher the probability that he or she will be a labor force participant. This is true regardless of sex or race.[2]

Talking Points

- Many women in the sciences, mathematics, and engineering encounter a hostile environment that undoubtedly plays a great role in their underrepresentation in these fields. Research has shown that women pursuing math and science in higher education face outright hostility in too many instances: deliberate sabotaging of female students' experiments; constant comments that women do not belong in certain departments or schools; interspersing slide presentations with pictures of nude women, purportedly to "liven up" the classroom; and sexual harassment in laboratory or field work, causing women to avoid these settings altogether.[3]
- Subtler forms of sexism are also commonplace and make the environment equally unpleasant. For example, male faculty members may be reluctant to work with women because they

question their competence; male students may exclude women from study groups and project teams; male students who do work with women may try to dominate projects; and many faculty members refuse to incorporate the work of women in math and science in the curriculum, reinforcing women's invisibility in these areas.[4]

- The clustering of women in traditionally female occupations (known as sex segregation) directly limits women's earning power upon graduation because careers in math and the sciences, traditionally male occupations, frequently result in higher pay. For example, in 1996 engineers (traditionally male) had median weekly earnings of $949; in contrast, elementary school teachers' (traditionally female) median weekly earnings that year were $662, about 30 percent less.[5]
- With women still concentrated in lower-paying occupations and having overall earnings about three-fourths that of men, it is not surprising that more adult women than men live below the poverty level. In 1997 (the most recent year available), 35.6 million persons, 13.3 percent of the population, lived below the official poverty level. Of this number, 5.2 million or 24 percent were women; 3.4 million or 17 percent were men. Additionally, four million or 32 percent of female headed households were below the poverty line that year.[6]
- Working women who were the sole supporters of their families had the highest poverty rate in 1996 (20.2 percent), more than twice the rate for their male counterparts (9.4 percent).[7]

Points for Reflection

Do I help students explore all educational interests, not only those traditionally associated with their gender?

Do I have the same expectations of girls' and boys' ability to attend high-quality colleges?

Do I encourage boys and girls to explore the same scholarship opportunities?

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[1] S.H. Pelavin and M. Kane, *Changing the Odds: Factors Increasing Access to College* (New York: The College Board, 1990).
[2] U.S. Department of Labor, Women's Bureau, "Facts on Working Women," 1997.
[3] NCWGE, *Report Card on Gender Equity.*
[4] Ibid.
[5] Ibid.
[6] U.S. Census Bureau, 1997.
[7] Bureau of Labor Statistics, 1996 (www.bls.gov).

Activity 8
Building a Mobile

Objective

To allow students to experience the frustration and unfairness of a situation where some have an unfair advantage.

Grade Level

Adjustable for grades K through 12.

Time

Two class periods (one to make the mobiles, the other to discuss).

Materials

Branches from trees, 18-gauge wire, dowel rods, thread, coat hangers, construction paper, tissue paper, glossy paper, shells, pine cones, scissors, rulers, crayons, hole punch, toothpicks, yarn, printed wrapping paper, glue, tape, pliers, wire cutters.

Procedure

Divide students into five groups. Explain that each group is expected to make a mobile. These will be displayed. Use a topic from one of your subject matter areas as the theme for the mobile. Groups may use only the supplies they are given; they do not have to use all of them but they may not use anything else. Distribute supplies as follows:

Group 1: one coat hanger, two sheets of brown construction paper, one spool of thread.

Group 2: three coat hangers, two dowel rods, assorted colors of construction paper, assorted colors of yarn, thread.

Group 3: three coat hangers, three dowel rods, a spool of wire, assorted colors of construction paper, assorted colors of tissue paper, scissors, glue, thread, wire cutters.

Group 4: three coat hangers, three dowel rods, wire, branches, crayons, pine cones, yarn, thread, construction paper, tissue paper, glossy paper, wire cutters, pliers.

Group 5: some of everything.

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Give each group 30 minutes to complete the mobiles. During that time, take note of group process and student comments. For older students, the teacher may assign a "recorder" for each group to write down student comments. If students complain about the way items were distributed, be very matter-of-fact. Say something age-appropriate that gives the message, "That's the way life is. There will be no changes."

Discussion

Lead the students in a discussion of the following questions: How did you feel while doing the project? (Give each student a chance for a short response.) How did you feel when you looked over at the other groups? In what ways was your project easy? Hard? Fun? Frustrating? Why do you think I set up the project this way? How would you feel if we had a contest and judged the mobiles? How about if we displayed them in the hallway by the office, with your names? How would it be if we gave prizes for the best mobiles?

Ask the students to think of a situation in school where some people start off with a greater advantage or more supplies than other people. Why does that happen? How do different people in that situation feel? Then ask them to think of a similar situation in their family or community. Again ask them why it happens and how people feel. In what ways do some people start off with more resources, money, or power—like some of you today started off with more supplies? How does that affect what they can do for themselves? Why is it sometimes a problem? What happens if we expect everyone to be able to do equally well even though they don't have the same amount of resources, money, or power? What happens if they get judged that way—the way we might judge you on these mobiles?

Provide students with an opportunity to write personal reflections about this experience. Pose summary questions such as, What did you learn?

Activity 9
Can I Get In?

Objective

To experience being part of a dominant group, or being excluded. To learn the options people in a majority group have for including or excluding those in the minority.

Grade Level

Grades 6 through 12.

Time

30 minutes.

Materials

None.

Procedure

Tell the students you will be doing an activity in which all but 2-3 volunteers will hold hands and form a circle. Form the circle. When everyone is ready, tell the volunteers—who are on the outside—to try to get in. People inside and outside the circle are free to talk to each other.

Many things can happen. Usually people in the circle form a tight bond. Occasionally, the people in the circle will just let the outsiders in. Outsiders often try to squeeze in between people, go under legs, and on occasion try to persuade someone to let them in. Sometimes outsiders try to force their way in. If anyone gets too rough, or an outsider gets too frustrated, call a halt. The activity usually ends when the outsiders either get in or give up. Sometimes outsiders form their own circle.

Discussion

Have the students discuss the following questions: Outsiders, how do you feel now? How did it feel being on the outside of the circle? How did it feel being on the inside of the circle? What strategies did you use to try to get into the circle? Insiders, did any of you feel bad for the outsiders? How, if at all, did you act on those feelings? What did you tell yourself that persuaded you to keep the

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Outsiders out? Did the people in the circle talk to each other? If so, what about? If not, why not? Did the outsiders make their own group? If so, how did outsiders and insiders feel then? If not, why not?

Then ask the students to compare what happened in the activity with what happens in society. Discuss the following questions: What are some groups of people that are more powerful? Which groups are on the outside? Tell them that in society the circle might represent access to power, privileges, jobs, money, and so on. Ask about some of the strategies the outsider used (or might have used), like the strategies people in disadvantaged positions in society use to try to get opportunities.

Explain to the students that there are many strategies people can use to gain equality. In this activity, for example, the outsider could have asked politely; used assertive behavior, like giving the group a "talking to" or crawling between legs; been creative, for example, tickled; or used force, for example, tried to break the insiders' hands apart.

Tell them that there are many societal comparisons. For example, if a girl wanted to be in an all-boys' baseball league she might use a variety of approaches to get in: ask; petition; get so good "they" wanted her; stage a sit-in on the baseball field. Or, during the civil rights movement in this country, African Americans originally asked for equal rights and later used assertive tactics, including mass marches and freedom rides, to gain national publicity.

Then tell the students to focus on the majority of people inside the circle: How do people with power and privilege in society keep that power and privilege from others? What do they do? What arguments do they use? How is this like what you did in the activity? In this activity people might have thought to themselves: "I like being on the inside, it feels good"; "Everybody else is keeping the outsiders out, I'd better not be different"; "The outsiders might feel bad, but it's only a game." And in the societal examples cited above, the boys on the baseball team might say, "Girls aren't as good as boys, so they can't play." "If I want girls to play, my friends will call me a 'girl-lover' or 'sissy'"; "Girls might feel bad, but it's only a game." Or, during the civil rights movement, white people might have thought or said, "If blacks get some rights, I'll lose mine"; "I support equal rights, but I don't want to get involved"; "If I actively support civil rights, I might lose my friends." Ask the students what other choices they had in the activity for including the outsiders.

Now have the students focus on individual power and responsibility and how they used their power, whether they were inside the circle or on the outside. First, remind the students who were outside the circle that they did, indeed, have power. They could have passively accepted that they would not be allowed in the circle and just stood there until the game was over. Or, they could have employed the different strategies that have already been discussed. Ask them why they chose to fight. Did they feel a responsibility to get just themselves in or were they fighting to get all the outsiders in? For those who chose not to fight, ask them if they now think it would have been better to try to break in? For those on the inside who felt bad for the outsiders or who felt they should have been let in, did they use their power to get the insiders in? Did they speak up to try to convince the insiders to let them in? Did they simply unlink their arms and allow an opening? For others on the inside, did they even question why the outsiders were being kept out? Did they feel any personal responsibility for the decision to keep them out? Remind them that individuals always have some power and must take responsibility for how they use that power. Ask them what choices do people in the most powerful positions in society have for including those in a disadvantaged position?

Follow-up

Use your classroom as the setting for putting the "equal resources" maxim into practice. Think of any resource that might not get distributed to children equally, or ask students to think of some examples. With students, develop a creative way to make things more fair. For example, some children are financially able to order more reading books from the book clubs than others. Talk with the class about setting a class goal, for example, everyone ordering at least three gender-fair books. Then devise a creative way for raising money or gathering resources. Students have fun with such a project, and all have more resources with which to order books.

Athletics

Overview

The relationship of Title IX to athletics is well known. A tribute to its promise is evidenced by the impressive achievements of the nation's women athletes during the 1996 Olympics, the emergence of professional women's basketball, and the success of the U.S. Women's soccer team at the 1999 World Cup championship game—which had the largest crowd ever to watch a women's sports event. Yet many adults and students still believe that boys are better athletes than girls; that girls and boys cannot compete against each other at any level; and that girls' sports are not as competitive and therefore not as interesting or valuable as boys' sports. At the end of these lessons students should be able to separate biological differences from ability to compete, to recognize the value of sports to girls' lives, and to understand the benefits of boys and girls competing in some sports together. Students also should understand the continuing role that Title IX plays in creating athletic opportunities for girls and boys. Along with the activities for this section, we include some questions that can help you assess whether your school and your physical education programs are really treating all students fairly.

Talking Points

A 1997 study commissioned by the President's Council on Physical Fitness and Sports found that girls who play sports are not only physically but also emotionally healthier than those who do not.[1] Among the 10 key findings listed in the report, perhaps the most exciting and most critical for you and your students as you work toward the goals of the Improving America's Schools Act is the finding that sports are an educational asset in girls' lives. Research findings show that many high school female athletes report higher grades and standardized test scores and lower dropout rates, and are more likely to go on to college, than their nonathletic counterparts. Other key findings from the report:[2]

- More girls are participating in a wider array of physical activities and sports than ever before in American history.
- Regular physical activity in adolescence can reduce girls' risk of obesity and hyperlipidemia (i.e., high levels of fat in the blood), which have been linked with adult coronary heart disease and certain cancers. Regular physical activity can also help girls build greater peak bone mass, thereby reducing their risk of osteoporosis in later life.
- Exercise and sports participation can be used as a therapeutic and preventive intervention for enhancing the physical and mental health of adolescent females.

- Exercise and sports participation can enhance mental health (including stress and depression) by giving adolescent girls positive feelings about their body image, improving self-esteem, providing tangible experiences of competency and success, and increasing self-confidence.

- Recognition of physical activity and sport as an effective and money-saving public health asset is growing among researchers and policymakers.

- Poverty substantially limits access to physical activity and sports for many girls, especially girls of color, who are overrepresented in lower socioeconomic groups.

- The potential for some girls to derive positive experiences from physical activity and sport is marred by lack of opportunity, gender stereotypes, and homophobia: their own and others'—including being labeled 'butch' or 'tomboy.'

Further, the report suggests that there is a growing awareness that physical activity and sports are enormously important in girls' lives. Perhaps this message is being sent by girls themselves who are, as the saying goes, "voting with their feet," and entering the realms of fitness and sport in vastly increasing numbers. In contrast to the nineteenth-century naysayers who decried strenuous exercise and athletic participation for women as dangerous and unladylike, educators and public health advocates today recognize their overall benefits for girls' physical health and emotional well-being.

According to the *Report Card on Gender Equity*:

- Before Title IX female college athletes received only 2 percent of overall athletic budgets. Athletic scholarships for women were virtually nonexistent. By 1996, nearly 2.4 million girls participated in athletics, representing 40 percent of varsity athletes in high school—and accounting for an 800 percent increase in participation since 1971. The progress on college campuses has also been impressive. Today, more than 110,000 women compete in intercollegiate sports, accounting for 37 percent of college varsity athletes.[3]

- Female coaches and athletic administrators have not seen improved opportunity since Title IX's enactment. In the early 1970s, women coached 90 percent of women's college teams, yet in the 1995–1996 school year, women coached only 47.7 percent of women's intercollegiate athletic teams overall, the second lowest total in 19 years. The loss of coaching jobs in women's sports has not been offset by a corresponding increase in opportunities for women to coach men's teams: women hold only 2 percent of the coaching positions in men's college sports. There are also striking disparities in men's and women's coaching salaries.[4]

Checklist

Answer the following questions:

1. Do you try to help every student develop a personally rewarding, lasting, challenging level of physical competence?
2. Does your school offer coed "lifetime" sports for *all* students?
3. Does your school announce courses by activity rather than by gender?
4. Do girls and boys have equal access to facilities and equipment?
5. In classes that are not segregated by gender, are boys and girls separated in certain activities? Which ones?
6. Are boys and girls encouraged to perform at the same level, for example, in doing push-ups and in running?
7. Are girls and boys encouraged to participate in activities that have traditionally been reserved for members of the other gender?
8. Do you pity boys who are unable or unwilling to be athletic?
9. Do you generally praise girls as well as boys for being strong?
10. Do women teachers participate in sports to provide girls with active, competent role models?

Adapted from A. Uhlir, *Physical Educators for Equity: Leader's Handbook*, (Newton, MA: WEEA Equity Resource Center, 1981).

Points for Reflection

Do I discourage students from competing "girls against boys"?

Do I give equal attention to the extracurricular achievements of boys and girls? For example, do I acknowledge the athletic achievements of both genders?

Do I pay attention to the needs of individual students within the gender groups, including boys and girls who don't like sports?

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[1] "Physical Activity & Sport in the Lives of Girls" (www.kls.coled.umn.edu/crgws/pcpfs/pcpfs.html).

[2] Ibid.

[3] NCWGE, *Report Card on Gender Equity*.

[4] Ibid.

Although no activity is connected to this list, it's a good reminder of why gender equity in athletics is valuable. Think about enlarging it and hanging it on a bulletin board.

Why Athletics Is Important for Everyone

EVERYONE needs the confidence to grasp an opportunity when it occurs.

EVERYONE needs to learn assertiveness.

EVERYONE needs an outlet for aggression.

EVERYONE needs the satisfaction in skilled performance.

EVERYONE needs cooperative interaction with others.

EVERYONE needs to learn independence.

EVERYONE needs the benefits of leadership experience.

EVERYONE needs the "give and take" of teamwork.

EVERYONE needs to know what her/his body can and cannot do.

EVERYONE needs the recreative value of moving for the sake of moving.

EVERYONE needs to feel comfortable with her/his body.

EVERYONE needs to know her/his body as a means of artistic expression.

EVERYONE needs the physical release of emotion.

EVERYONE needs the euphoria of physical fatigue.

C. Arnett, *A.C.T.I.V.E.: Sex Equity in Elementary School Physical Education Teacher's Manual*, (Newton, MA: WEEA Equity Resource Center, 1980).

Activity 10
A Girl on Our Team!

Objective

To encourage understanding of what it feels like to be teased and put down because of your gender, and to help students learn to be supportive of equal opportunities and diversity in participation in activities.

Grade Level

Grades 3 through 6.

Time

40 minutes.

Materials

Copies of Rebekah's Journal handouts and worksheet, paper for additional entries, pencils.

Procedure

Hand out copies of the worksheet to all students. Have them staple on additional sheets of the same size to create something like a notebook.

Students can read the worksheet to themselves or work in small groups if the reading is hard. Explain any difficult vocabulary to the class. Assign students to write several additional entries. They can write a few at once or one a day.

After each student has written several new entries, have the class share their journal entries in groups of five. Gather for discussion. Then, as a class, brainstorm on what you would like to see happen. Agree on one idea. Then assign several more journal entries, the first being a description of what happened, and the other continuing in any way each student desires.

Discussion

How did Rebekah feel? Explain why she felt that way. How would you feel if the same thing happened to you? Why did Rebekah keep trying?

What would you do? Explain your decision. What did the other children on the team do? What do you think of their choices?

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Rebekah's Journal

September 15

Dear Diary,

I'm so glad I got you for my birthday. The most exciting thing happened today. I got the best birthday present. You're a good present, but I got another one which is maybe a little better. Our town finally realized that they have to let girls on the town soccer teams. Finally, I get to play on a real team. What a perfect present for my eleventh birthday!

My father said he would take me down to sign up tomorrow after school. I can't wait.

Oh, I also got a great new long skirt for folk dancing and the best book of mystery stories!!

Love,

Rebekah

From Nancy Schniedewind and Ellen Davidson, *Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity*. Copyright © 1983 by Allyn and Bacon. Reprinted/adapted by permission.

September 16

Dear Diary,

You're not going to believe this. I sure didn't! My dad and I went to sign up for soccer. Well, this real big man with no smile on his face just stared at me. Finally he said, "You mean her?" Then he looked at my brother, Scott, and said, "Doesn't he want to play? What kind of family you got, Mister?"

Scott just laughed. He can't understand why I want to play on a town team. He likes playing soccer with me in our yard, but he'd much rather be building stuff on his clubhouse up in the woods than be going to practice all the time.

My dad said he meant me, and the man signed me up. But we know it was just because he had to and that he was going to make it as hard as possible.

Aren't some people mean?

Love,

Rebekah

September 17

Dear Diary,

I can't write too much today since Dad and I are making egg rolls for dinner and that takes a long time. I had my first soccer practice this afternoon. I'm not one of the best kids on the team, but I'm not one of the worst either. It's a good thing Norbert had practiced with me a lot before he moved away. It's bad enough how much the boys tease me as it is. The coach is just as bad.

They all say, "Why does she get to play?" and "I never would have signed up if I knew I'd be playing with a girl."

I wonder if they'd be nicer to me if I was better than they all are. Maybe they'd be even meaner.

Love,

Rebekah

September 20

Dear Diary,

I'm sorry I haven't written for three days. Life hasn't been much fun.

The second day we had soccer practice the boys were just as mean. One of them purposely kicked me at least 10 times. The coach asked me if I wouldn't be happier mending uniforms. Mending uniforms—he's got to be kidding!

Then we didn't have practice one day—and would you believe I was actually glad? Well, today's practice wasn't much better. I'm playing okay, and I'm getting better at passing. It really helps to be able to play with a whole team. But if no one will include me, what kind of game is it?

Tonight I'm staying over with Tammy. We're going to try out a new chocolate cake recipe. But what should I do about soccer?

Love,

Rebekah

BEST COPY AVAILABLE

date

Dear Diary,

Love,

Rebekah

Activity 11

Eliminating Gender Stereotyping in Physical Education

Objective

To help students and teachers recognize what is and what is not gender-stereotyped behavior.

Grade Level

Grades 6 through 12.

Time

40 minutes.

Materials

Gender Equity in Physical Education worksheet to evaluate items that might reduce or eliminate gender-role stereotyping and/sex discrimination in physical education.

Procedure

Have students spend 10 minutes filling out the worksheet. Go over the answers as a class, encouraging discussion of items about which students disagree.

Allow time at the end for students to do personal reflective writing about this experience.

From A. Uhlir, *Physical Educators for Equity*, (Newton, MA: WEEA Equity Resource Center, 1981).

Gender Equity in Physical Education

This worksheet evaluates items that might reduce or eliminate gender-role stereotyping and/sex discrimination in physical education. Below is a list of goals, objectives, learning activities, and evaluation techniques. Check "yes" in the blanks provided if the item reduces or eliminates gender-role stereotyping and/or sex discrimination in physical education. Check "no" if it does not.

Yes No

Goals

_X_ ___ 1. (Example) All students should develop gracefulness and strength.

___ ___ 2. Both girls and boys should become physically educated persons.

Objectives

___ ___ 3. A student will be able to catch a softball properly with his glove.

___ ___ 4. Students will effectively use man-to-man defense in a basketball game.

___ ___ 5. A student will be able to swim 50 yards using the front-crawl stroke.

Learning Activities

___ ___ 6. Boys' one-wall handball tournament.

___ ___ 7. Girls' tumbling class.

___ ___ 8. Intermediate swimming class.

___ ___ 9. Backpacking included in camping course.

___ ___ 10. "Powderpuff Football Clinic" assigned as a course requirement.

___ ___ 11. "Ballet for He-Men."

Evaluation Techniques

___ ___ 12. The acceptable performance for the one-mile run is males, 7 1/2 minutes; females, 9 minutes.

___ ___ 13. Students will execute in good form a standing front dive.

___ ___ 14. All students must be able to throw a softball 180 feet in order to pass this course.

Gender Equity in Physical Education Answer Sheet

Yes	No	
X		1. Nondiscriminatory, nonstereotyped.
X		2. Nondiscriminatory, nonstereotyped.
	X	3. Refers only to male students. Use his/her or her/his glove, or change the entire statement to refer to students and their gloves.
	X	4. "Man-to-man" is discriminatory. Alternatives are "player- to-player" or "person-to-person."
X		5. Nondiscriminatory, nonstereotyped.
	X	6. Refers only to males. This could become a coed event, or it could include a girls' division and an open division as well as a boys' division.
	X	7. Refers only to girls. Tumbling can be effectively taught in a coed setting and provides skills and knowledge that both girls and boys should have.
X		8. Not sex-designated. Open to females and males.
X		9. Not sex-designated. Open to females and males.
	X	10. Even though football, as a contact sport, can be taught in sex-segregated classes, calling it powderpuff football is stereotyped. It implies that the real game of football will not be played and/or that the participants are lacking in skill or strength.
	X	11. Ballet can be taught in a coed setting. Designating the course for he-men is stereotyped.
X		12. Nondiscriminatory. Provides different standards for males and females in an event in which structural and physiological differences would make comparing girls' performances with boys' inappropriate.
X		13. Nondiscriminatory, nonstereotyped.
	X	14. Boys and girls are expected to meet the same standards even though differences in strength make this expectation inappropriate.

Activity 12
Biology Is Not Destiny

Objective

To help students recognize that assumptions about performance differences between boys and girls due to biological differences are not necessarily accurate.

Grade Level

Grades 7 through 12.

Time

Two 40-minute segments.

Materials

Standard weight scale, wastebasket, stopwatch, space with parallel lines marked 15 feet apart.

Procedure

Lead a discussion on biological sex differences related to motor performance. Have each participant list biological sex differences that might be assumed to influence motor performance. Have participants group the items on their lists, as follows:

- Functional differences—those that relate to physiological and performance factors.
- Structural differences—those that are associated with anatomical, physical growth, or mechanical factors.

Discussion

Ask which of the biological sex differences listed are considered to be universal; that is, which differences exist everywhere, between all men and women? (Explanation: Universal differences are difficult to identify. It is doubtful that any exist. The one clear example of the existence of dimorphism—of two different forms—between men and women is reproductive function.)

Have participants select the biological sex differences they believe are influenced most strongly by genetic factors. Then have them select several that they think are influenced most strongly by social/environmental factors. (Examples of differences that seem to be strongly influenced by genetic factors are eye color and height. Weight is less strongly influenced by genetic factors than height is.

Adapted from E.A. Fleishman, *The Structure and Measurement of Physical Fitness* (Englewood Cliffs, NJ: Prentice Hall, Inc., 1965) 80–83.

The acquisition of movement skills in swimming, games of strategy, and tumbling is strongly influenced by opportunities available in the environment.) Ask "Can differences between boys and girls (women and men) justify providing different opportunities for each sex?"

Variation #1

Have students perform the following activity:

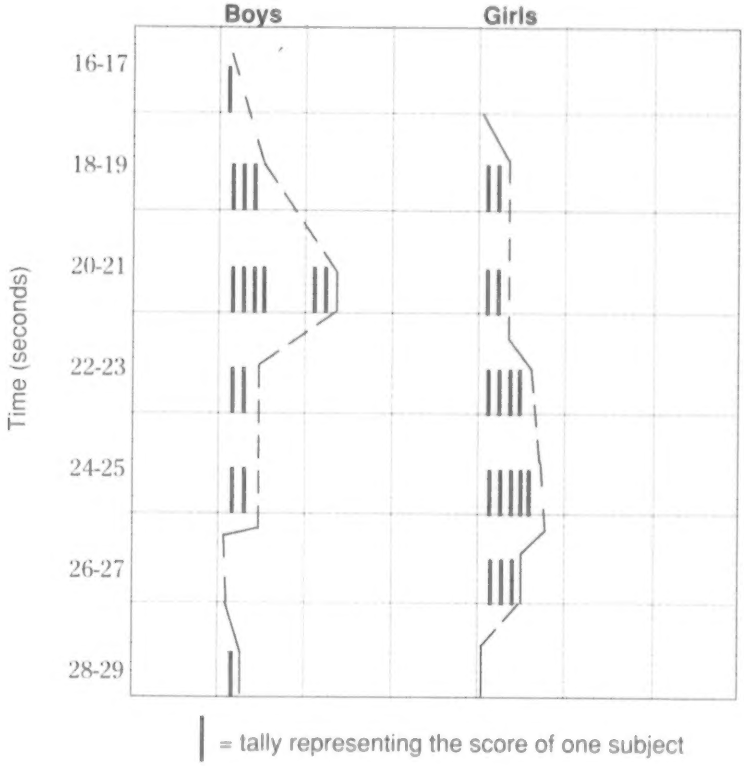
Using an approximately equal number of boys and girls (if possible), ask participants to measure one or more of the variables below. Have participants record the scores of boys and girls separately.

- Body weight: Be careful here; weight is often a charged issue, and you need to be aware of whether your particular students can handle this section of the exercise. Use a standard weight scale and weigh each subject (without shoes). Record the weight to the nearest pound.
- Arm speed (arm circling): The test measures the speed with which the subject can circumduct (circle) the arm. The subject, while standing, leans over a wastebasket and, using the preferred hand, swings the hand around the top outside surface of the wastebasket. The hand must swing completely around the circumference of the basket. The hand is below the top of the basket. The subject's score is the number of revolutions made in 20 seconds.
- Agility (shuttle run): The test measures the speed with which the subject can change direction of body movement. Two parallel lines, 15 feet apart, are drawn on the floor. The subject stands behind one line and on the signal "go" runs to and across the other line, and returns across the first line. Both feet must cross each line. The subject's score is the length of time required to make five round trips.

For each variable measured, have participants make a frequency distribution chart similar to the following example:

Distribution of scores of 18-year-old boys and girls on the shuttle-run test. The data shown are an approximation of normative data reported by Fleishman.

Distribution of Shuttle-Run Scores of 18-Year-Old Boys and Girls



Turn the chart one-quarter counterclockwise and observe the curve formed by the distribution.

Discuss in class what observation can be made about the information presented in the chart. Ask the students to compare the following: the central tendency of the distribution of boys and girls, the variability of the scores of girls and boys, and the overlapping of the curves. If you select any boy or any girl at random, can you predict with any accuracy how that student will perform on the variable in question? What does this lead you to believe about statements that stereotype the performance of girls or boys? Based on these results, what do you think about keeping girls from engaging in any athletic event?

Variation #2

Talk with the math teacher about using a graphics calculator/computer to generate a visual, dynamic model. Share the report in math class.

Career Education

Overview

Their career choices will determine how well our students will be able to provide for themselves and, if they choose to have them, their families, after they leave school. Title IX has made training for nontraditional careers possible for women and girls. This option was clearly off limits to female students before 1972, when schools routinely denied girls the opportunity to take classes in shop, manufacturing, architectural drafting, or ceramics—or even to attend vocational schools. Girls were directed to classes where they would learn how to sew and cook. Boys were not allowed to take these classes. Title IX's passage meant that schools could no longer shut the doors to certain courses on the basis of gender. However, 25 years later, patterns of sex segregation persist that must be addressed.

Women's share of the total labor force continues to rise. Women accounted for 46 percent of total U.S. labor force participants in 1995 and are projected to make up 48 percent in the year 2005. Yet figures from the U.S. Bureau of Labor Statistics show that full-time working women earn 75 cents for every dollar men earn (this is down from a peak of 77 cents in 1993). The "wage gap" increases even further when race *and* gender are considered. African American women earn 62 cents for every dollar earned by white men, and Latinas earn 59 cents (figures are not available for Asian American or Native American women). The wage gap persists within racial groups as well. In 1996, the median annual wage for white men was $32,966 and $24,160 for white women; for African American men $26,404 and for African American women $21,473; for Latinos $21,056 and for Latinas $18,665. Overall, the median annual wage for men was $32,144 and $23,710 for women.[1]

Talking Points

- Before Title IX, the vocational education system was predominantly sex segregated. In high school, girls took home economics and boys took shop. Educational institutions could, and did, legally deny girls and women entry into training deemed "inappropriate" for females. Title IX ended these restrictions.[2]

- In 1978, during the reauthorization of vocational education legislation, Congress required each state to hire a gender equity coordinator responsible for making the vocational education system more equitable and improving the access of women and girls to training that they had previously been denied. However, except for supporting the gender equity coordinator's position, Congress provided no federal funding for these functions.[3]

- In 1984, Congress instituted a requirement that states spend a specific percentage of their basic grant money to make training opportunities available to women: 8.5 percent of their funds (decreased to 7 percent in 1990) for displaced homemakers, single parents, and single pregnant teens; and 3.5 percent (changed to 3 percent in 1990) for programs designed to eliminate gender bias and gender stereotyping in vocational education. Subsequently, the number of programs serving displaced homemakers/single parents has grown from 435 to more than 1,300, serving more than 400,000 women each year. By 1997, the number of gender equity programs numbered 1,400. In 1998, Congress eliminated the set asides for gender equity programs and funding for gender equity coordinators.[4]
- The National Assessment of Vocational Education (NAVE) in 1992 showed vocational education majors continuing to be highly segregated by sex. Female students were only 23 percent of enrollees in trade and industry, but 70 percent of enrollees in health classes. Students concentrating on technical education were 72 percent male.[5]
- Congress enacted the School-to-Work Opportunities Act in 1994 to ensure that all students—male and female—acquired the education and training that would lead to high-skill, high-wage jobs and diminish stubborn sex segregation. However, career tracks are clearly identifiable by gender, and little has been done to ensure that these programs truly serve all students, as intended.[6]

Points for Reflection

Do I help students explore all vocational interests, not only those traditionally associated with their gender?

Do I make a conscious effort to bring in outside people of both genders to counteract traditional gender roles—female scientists, engineers, dentists, and plumbers; male nurses, secretaries, and homemakers?

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[1] U.S. Census Bureau, "Money Income in the United States, 1996 Current Population Reports," *Consumer Income* (Washington, DC: U.S. Census Bureau, 1996) 60–197.

[2] NCWGE, *Report Card on Gender Equity.*

[3] Ibid.

[4] Ibid.

[5] Ibid.

[6] Ibid.

Activity 13
What I Want to Be

Objective

To help children see in what ways their future occupational aspirations are influenced by stereotypes based on gender, race, and class.

Grade Level

Grades K through 6.

Time

45 minutes.

Materials

For option 1: large pieces of paper and magic markers.

For option 2: thin cardboard, assorted fabrics, scissors, glue.

For younger students: paper, crayons, or drawing pencils.

Procedure

Students complete the sentence, "When I grow up I want to be a . . . ." Then the boys complete the sentence, "If I were a girl, I would want to be a . . . ." The girls complete the sentence, "If I were a boy, I would want to be a . . . ." Then the white students complete the sentence, "If I were a person of color, I would want to be a . . . ." And the students of color complete the sentence, "If I were white, I would want to be a . . . ." All students then complete the following sentences: "If my family had plenty of money, I would hope to be a . . . ." and "If my family had very little money, I would hope to be a . . . ."

For option 1, students print their sentences on a large piece of paper, which then can be posted for discussion. For option 2, they cut out cardboard portraits of themselves doing whatever it is they have chosen. They can then clothe these figures. They do the same for one of the two alternatives—either being the opposite sex, or being a different race.

From Nancy Schniedewind and Ellen Davidson, *Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity.* Copyright © 1983 by Allyn and Bacon. Reprinted/adapted by permission.

Discussion

Ask students the following questions: What did you say that you want to be when you grow up? Did you change your choice when you pretended to change your sex? Race? Why or why not? Did you choose something that others usually expect people of your sex and race to be? What kinds of hopes and jobs did you list for a middle-class family? A low-income family? Why? What similarities and differences are there? How does what class our family belongs to influence our hopes for ourselves? How fair is this? What can we do to change it? How do racism, sexism, and class-ism influence what we think we can do or become? What are some things to be that people usually don't expect from someone of your race, sex, class? Would you like to be that? If so, how can you make that happen?

For younger students, ask the students to draw a picture of what they would like to be when they grow up. When the pictures are completed, select students to tell the class what they have drawn. Ask them why they want to be what they have drawn. Then ask them if they would change their minds about what they would like to be if they were to wake up and be another sex. If so, ask them to draw a new picture of what they would be. When these are finished, ask several students to talk about what they have drawn. Ask them why they changed their minds. Explain why it is important for them to explore all their talents and interests without limiting their choices based on whether they are a boy or a girl.

Activity 14
Career Auction

Objective

To teach students that each career or work situation offers both personal and material rewards and that they should consider both of these aspects when they are making their career choices.

Grade Level

Grades 7 through 12.

Time

Three class sessions, plus time outside the classroom for research.

Materials

Career Auction handout, chalkboard and chalk, paper and pencils, resources with occupational descriptions, summaries, and briefs (optional, and as available from the school counselor or library), and currency such as play money or paper notes to use during the auction.

Procedure

This career auction is designed to be conducted over a week and consists of three parts: day 1, about a week before the career auction; day 2, the day before the auction; and day 3, the auction itself.

Over a week, each participant will (1) select several occupations from a list of occupations (compiled by the class) in their particular region; (2) research the personal and material rewards of the selected occupations; and (3) hold an auction in which students bid on the selected occupations.

Day 1: Getting Ready

Today's session will consist of the preliminary activities. Tell students that each work situation (job) or career offers its own personal and material rewards, which are an important part of job satisfaction. Ask them to brainstorm a long list of occupations (50 to 60), and list the suggestions on the board. Ask them to select from that list occupations that are typical to your region. (In Appalachia, for example, such occupations might include mining and related technological careers; crafts such as quilting, glassblowing, and woodworking; and various engineering occupations.) If any of these suggested occupations reflect gender-biased titles (such as

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Adapted from P. Boland, ed., *Exploring Work: Fun Activities for Girls*, (Newton, MA: WEEA Equity Resource Center, 1996).

fireman and policeman), change those titles to eliminate this bias (firefighter, police officer). The final list should consist of occupations found in your geographic region, with job titles free of gender bias.

Remind the students that many occupations found in your region can also be found in other areas of the United States (doctor, lawyer, editor, police officer, bus driver, social worker, clerical worker), whereas other occupations are more specific to your region (such as mining and crafts in Appalachia).

Have each student select five occupations from the list that she/he might be interested in pursuing. Then give the students one week to research their five occupations and compile a list of personal and material rewards for each occupation. Give them the Career Auction handout, which contains a list of some examples of occupational rewards as well as resources for conducting their research.

Day 2: Getting Set (one week later)

Have the students discuss their findings about the personal and material rewards of the occupations they selected.

Have the class decide on

- a mode of currency (play money, paper notes) to be used during the auction bidding
- a bidding limit (minimum/maximum) for the occupations that will be auctioned off

(For example, all bidding could start at $100 for any occupation, or all bidding could be capped at $1,000 for any occupation. Or all bidding on high-paying occupations—such as doctor, plumber, and engineer—could start at $20, with a maximum of $3,000).

Have each student select and write on the chalkboard three occupations from his/her list to place in the auction.

Day 3: Career Auction Day

List the occupations to be auctioned on the chalkboard or on a large sheet of paper, and choose one person from the class to act as the auctioneer. (The auctioneer should be someone who will be able to make the occupations sound appealing to the prospective buyers.)

Distribute the currency and read aloud the following instructions.

Instructions

All students will try to sell at public auction their selected occupations from the list posted on the board (or paper). Each item will go to the highest bidder. This is a once-in-a-lifetime chance to express, on the basis of what you buy, what you'd like to be. Bid on each item based on how important the personal and material rewards of the occupation are to you. Think before you buy. No refunds or exchanges will be allowed.

The students will then try to sell their occupations by telling the rest of the class about the personal and material rewards of those occupations. Allow a few minutes for them all to read the list on the board and write down the occupations they wish to bid on. The auctioneer you have selected can now begin to auction the occupations, one at a time. The auction ends when all of the students have spent their currency.

After the auction, discuss with the students what they learned about themselves and others from the occupations they bought. The discussion can focus on the following points: What have you learned about the personal and material rewards that occupations can offer? Are personal and/or material rewards important to you? How did it feel to bid on your job? Why did some occupations have a higher minimum and maximum bidding limit? Were you as competitive or aggressive or assertive as you wanted to be when you were bidding on your occupation? Did you feel you could choose any occupation regardless of your gender? What differences did you notice between traditionally male jobs and traditionally female jobs?

Variation #1

Have the students research regional occupations as a first step before they brainstorm the list of occupations to be auctioned.

Variation #2

Have the students research their selected occupations by going out into the community and interviewing employers and other business people. Have them develop a questionnaire or list of questions to ask beforehand.

Variation #3

Take the students on a field trip to the library or a federal or state employment agency to research their selected occupations.

Variation #4

Invite parents and others from the community who work in the occupations selected by the students to come to your classroom to talk about their jobs.

Career Auction
Examples of Occupational Rewards

Personal Rewards

- recognition for work well done
- advancement/promotion based on merit or work performance
- a pleasing work environment
- admiration from others because of performing the work well
- sense of individual responsibility for work
- supervision of others, leadership
- increase in status and prestige due to the job title

Material Rewards

- high starting salary
- automatic salary increases based on time spent with company
- cost-of-living raises
- paid sick leave/paid vacation
- paid medical and dental insurance
- pension/retirement plan
- bonuses or commissions in addition to salary
- chance to purchase stock in the company

Resources for Occupational Research

- public or school libraries
- employment agencies (local and state)
- school career education or guidance department

Employment in Schools

Overview

This section looks at educational employment and Title IX. There are no classroom activities related to this issue, but it is important for students to know that Title IX also covers this area of education.

Talking Points

- Before Title IX, women constituted about 68 percent of teachers in elementary and secondary schools, 22 percent of elementary school principals, and just 4 percent of high school principals. There were 2 women out of 13,000 school superintendents.[1]
- In higher education, women made up about 18 percent of the teaching faculty in colleges and universities around the country, clustered primarily at institutions for women. For example, women constituted 40 percent of the faculties of teacher's colleges. Their employment was characterized by lack of tenure in colleges and universities, particularly elite institutions; antinepotism rules that locked women out of teaching positions where their husbands were employed; slower promotion rates than those of their male counterparts; smaller salaries than those of their male colleagues; little access to high-level administrative positions; and virtually no opportunities to head colleges and universities, even in women's institutions.[2]
- Twenty-five years after the passage of Title IX, women still have a long way to go to attain full equality with men in employment in educational institutions.[3]
- The number of women tends to decrease as the rank in the career ladder or prestige of the educational institution increases. In 1993, women accounted for 17 percent of full professors, up from 8.7 percent in 1970; 30 percent of associate professors, up from 19.4 percent in 1970; 42 percent of assistant professors, up from 15.1 percent in 1970; and 49 percent of instructors, up from 32.5 percent in 1970. Women of color made up 1.9 percent of full-time professors. Forty-one percent of all female faculty were employed part-time, compared with 29 percent of male faculty. In 1994, 72 percent of all male teachers were tenured, compared with 48 percent of female faculty.[4]
- Pay inequities still persist. Women full professors earn 87 percent of the salaries of their male counterparts; women elementary school teachers earn 92 percent of the salaries of their male counterparts.[5]

Points for Reflection

Do I respect other teachers and administrators based on their abilities rather than their gender?

Do I speak respectfully about all teachers and administrators in front of students?

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[1] NCWGE, *Report Card on Gender Equity.*
[2] Ibid.
[3] Ibid.
[4] Ibid.
[5] Ibid.

Learning Environment

Overview

In striving to achieve gender equity through Title IX, the goals of the IASA, and school-to-work initiatives, it is critical to set high expectations for behavior and learning for both girls and boys across the diversity of race, ethnicity, class, and disabilities. While there have been advances regarding curriculum and classroom materials that have benefited all students, the classroom continues to be filled with messages and meanings, from posters and pictures to prose and codes of conduct—that reinforce the dominance and power of males and masculine activities. If the range of materials used to teach students is gender biased, it is inevitable that the learning will be as well. These lessons will enable you and your students to work together to rid your classroom of those hidden messages and help all students to shine. Girls and boys must have the opportunity to develop in the areas of their personal strengths and interests, regardless of gender, race, ethnicity, class, or disabilities.

Talking Points

- Twenty-five years ago, the coed classroom was filled with gender stereotypes and segregation. Class tasks like housekeeping or handling messages were designated by gender. Reading was deemed the girls' arena; math and science were set aside for boys. Textbooks to educate teachers reinforced stereotypes about male and female students. For example, one textbook informed teachers that girls had an advantage over boys because they had an innate ability to sit still. Females frequently receive better report card grades, perhaps in part for their quiet and agreeable behaviors. Males, on the other hand, who are socialized to be active and aggressive, find that these same behaviors are unacceptable in the classroom. Thus males, particularly males of color, are disciplined more often and more harshly. Paradoxically, this better behavior on the part of females frees the teacher to focus upon males, not just for discipline but for instruction as well.[1]

- Carefully planned lessons teaching that all students are equal will go nowhere if the actual learning environment contains any hidden messages that boys are good in math and science while girls are good in reading; that leadership is for boys while support of leaders is for girls; that girls are nurturing while boys are nurtured; that quiet girls are good while noisy boys are unacceptable.[2]

Points for Reflection

Do I give equal attention to boys and girls, and do I avoid showing preference for one gender over the other?

Does my teaching make room for open discussion of gender bias in the larger society, the community, and the schools?

Do I assign classroom chores and duties without regard to gender? For example, do both males and females carry chairs, run audio-visual equipment, take notes during classroom meetings, and water plants?

Do I design curriculum modules that relate to both genders and provide ways for both genders to gain positive identification of self-images?

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[1] NCWGE, *Report Card on Gender Equity.*
[2] Ibid.

Activity 15
"Who Does What Where?"

Objective

To become aware of gender bias that keeps students from pursuing their interests.

Grade Level

Adjustable for grades K through 12.

Time

40 minutes.

Materials

Who Does What Where? worksheet.

Procedure

Ask questions of prereaders or have students who can read and write fill out the questionnaire and discuss it within the group.

Adapted from P. Boland, ed., *Exploring Work: Fun Activities for Girls*, (Newton, MA: WEEA Equity Resource Center, 1996).

Who Does What Where?

To get a rough idea of how extensive gender-role stereotyping is, jot down your answers to the following questions:

Girls usually take these kinds of classes:

Boys usually take these kinds of classes:

Male teachers usually teach these kinds of classes or subjects:

Female teachers usually teach these kinds of classes or subjects:

In the yearbook, club, or other group photos, who is usually smiling and who is usually serious—male or females?

In school contests and elections, what offices, roles or positions do males and females usually hold?

What sports are offered to females? Who usually coaches the team?

Is the same amount of money spent on physical education and sports for both males and females? (You can ask your physical education teachers or coaches this question.)

Do girls' team coaches get paid more than boys' team coaches?

In the fiction you read for your English class, is the main character usually male or female?

Do textbooks in your school usually discuss the achievements and outcomes of women, men, or a balance of both? Do they discuss the achievements and outcomes of all groups of people (race, ethnicity, disability, and class)?

Activity 16
More to It Than Just Calculating

Objective

To enable students to see how racism, sexism, classism, and ageism can influence their thinking and perceptions. To encourage them to see how omitting people is a way to reinforce these "isms." (This lesson could also be used effectively in the Math and Science section of the curriculum.)

Grade Level

Adjustable for grades 3 through 12.

Time

40 minutes.

Materials

Paper and pencils.

Procedure

Divide students into small groups. Select math skills the class is currently working on. Each group writes five math problems to be given to another group to solve. Tell them to write problems that include people doing things. Groups will trade and solve the problems. Then groups examine the problems for racism, classism, sexism, and ageism. Here are some possible questions: Can you tell if any African American, Asian American, Native American, or Latino people were included in the problem? Do the problems deal with the experiences of all people or only one group of people? Do females do stereotyped "female" things? Do males perform "male" roles? Are any older people included in the problem?

Discussion

Have the students share responses to the following questions. What groups, if any, were stereotyped in our problems? What groups, if any, were omitted? Why did we omit the people we did? What does this teach us about the effect of "isms" on our view of the world?

Variation

Have original groups rewrite their problems so that they include a variety of people of all ages, races, and classes in positive, nonstereotyped roles.

From Nancy Schniedewind and Ellen Davidson, *Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity*. Copyright © 1983 by Allyn and Bacon. Reprinted/adapted by permission.

Activity 17

Our Textbooks: Are They Fair?

Objective

To help students to recognize gender bias in school textbooks.

Grade Level

Grades 5 through 12.

Time

40 minutes.

Materials

Cases worksheet.

Procedure

Have students read each textbook excerpt and determine if gender bias is present. If so, have them try to define what the bias is.

- Is the language sexist?
- Is one gender simply invisible?
- Are the genders stereotyped?
- Is the presentation of a gender's motivation or behavior unbalanced or unrealistic?
- Are one gender's interests or contributions fragmented or isolated from general consideration?

There may be more than one form of bias in each case. Finally, have the students assume the role of editor and rewrite the excerpt to eliminate the bias.

For younger children, adapt the vocabulary appropriately to use these cases. Alternatively, you could select passages from your texts, supplementary reading books, or fairy tales.

Reprinted with permission from Joyce S. Kraser, Myra Pollack Sadker, and David Miller Sadker, *Guide for Sex Equity Trainers* (New York, NY: Longman Inc., 1982).

Casos

Case 1

"The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency."

Is gender bias present?

What form?

Suggested revision:

Case 2

"Soon after John arrived home from school, he received a call from his father, who said that he would be leaving the office later than usual. It was up to John to start dinner."

Is gender bias present?

What form?

Suggested revision:

Case 3

"Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness . . . Helen fell, and Sam helped her get up."

Is gender bias present?

What form?

Suggested revision:

Case 4

"Women in our society are already demanding new roles. By 2015, they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2015, women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that by 2015 the old saying, 'A woman's place is in the home,' will no longer apply."

Is gender bias present?

What form?

Suggested revision:

Case 5

"The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievances to the reporters."

Is gender bias present?

What form?

Suggested revision:

Case 6

"The last chapter of a social studies textbook is devoted to American life during the 1970s. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements, and the Energy Crises."

Is gender bias present?

What form?

Suggested revision:

Cases Answer Sheet

Case 1

"The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency.

Is gender bias present? Yes

What form? Sexist language, invisibility, and stereotyping

Revision and Discussion

Male and female farmers should both be referred to. The use of the pronoun "he" to refer to all farmers should be revised. The use of "frontiersman" is an example of sexist language and serves to deny the contributions and experiences of pioneering women. This noun should be replaced with "pioneers," "frontier settlers," or "pioneering men and women."

Case 2

"Soon after John arrived home from school, he received a call from his father, who said that he would be leaving the office later than usual. It was up to John to start dinner."

Is gender bias present? No

What form? n/a

Revision and Discussion

The father and son in this excerpt demonstrate nonstereotyped roles. Because the father plans to work later than usual, it will be John's responsibility to start dinner.

Case 3

"Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness . . . Helen fell, and Sam helped her get up."

Is gender bias present? Yes

What form? Stereotyping

Revision and Discussion

The portrayal of a timid girl and a courageous boy is stereotypic. Revisions might include either depicting both children as competent and capable or describing a brave girl and a timid boy.

Case 4

"Women in our society are already demanding new roles. By 2015, they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2015, women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that by 2015 the old saying, 'A woman's place is in the home,' will no longer apply."

Is gender bias present? Yes

What form? Unreality/Isolation

Revision and Discussion

The passage is written with generalizations and omits divergent views, emotional struggles, and the continued existence of barriers to full equality, all of which are a part of the women's movement. This simplistic account of the struggle for equality is misleading. The passage could be made more realistic by mentioning the barriers to equality, the sacrifices of feminists involved in the struggle, and the opponents of the feminist movement, including the opposition to the passage of the Equal Rights Amendment.

Case 5

"The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievances to the reporters."

Is gender bias present? No

What form? n/a

Revision and Discussion

Nonsexist language is used, and a woman is shown in a nonstereotyped role.

Case 6

"The last chapter of a social studies textbook is devoted to American life during the 1970s. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements, and the Energy Crises."

Is gender bias present? Yes

What form? Fragmentation/Isolation

Revision and Discussion

The topic Contributions of Contemporary Women should not be a separate section. Rather, this issue should be integrated throughout the text narrative.

Math and Science

Overview

To reach national school reform goals, educators must encourage girls to develop their natural interests in science and math. The activities in this section will help you and your students ensure that science and math education are positive, exciting experiences for boys and girls from elementary through high school.

Talking Points

- Low-income students and students of color who take algebra and geometry go to college in numbers equal to wealthier whites. However, only half as many low-income students and students of color take these important courses as white students.[1]
- Beginning in grade school, boys have more access to computers and use them more than girls.[2]
- The enactment of Title IX 25 years ago removed many barriers to women and girls in the nontraditional fields of math and science, areas critical to their success in an increasingly technological world. However, disparities based on gender still exist in achievement and participation rates in these disciplines. Gender differences in math and science start small and grow as students reach secondary school. In postsecondary schools, young men go on to major in math and the sciences in higher proportions than do young women, many of whom are therefore shut out of the career opportunities these fields provide.[3]
- The persistence of the gender gap in high school—and its tendency to grow as students advance in grades—continues to be a subject of great concern. This gap continues in higher education and careers in math- and science-related fields. According to the American Association of University Women, gender differences in confidence—students' belief in their ability to learn and perform well—correlate strongly with interest in math and science. Girls doubt their confidence in math and science more often than boys do.[4]

Points for Reflection

Do I expect female students to have as much ability as male students in learning mathematics and scientific material?

Do I encourage female students to keep working at problems until they figure them out themselves, or do I give them the answers after their first attempts?

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[1] S.H. Pelavin and M. Kane, *Factors Increasing Access to College.*
[2] AAUW Educational Foundation, *Gender Gaps: Where Schools Still Fail Our Children* (Washington, DC: AAUW Educational Foundation, 1998).
[3] NCWGE, *Report Card on Gender Equity.*
[4] AAUW, *How Schools Shortchange Girls.*

Activity 18
Math Is All Around You

Objective

To develop students' sensitivity to their mathematical environment.

Grade Level

Adjustable for grades K through 12.

Time

20-minute introduction; 20-minute follow-up at next lesson; ongoing for duration of semester or year.

Materials

Math Is All Around You handout.

Procedure

Once students are relaxed and know that learning math can involve silliness as well as studiousness, begin to develop students' sensitivity to their mathematical environment. Give each student the Math Is All Around You handout and have them find examples of the items listed in their home, school, and other areas of their lives.

Adapted from M. Franklin, *Add-Ventures for Girls: Building Math Confidence*, (Newton, MA: WEEA Equity Resource Center, 1990).

Math Is All Around You

Like the great detectives, develop investigative techniques and find mathematical symbols and concepts in as many different places as you can. Try for some unusual sources. Here are a few obvious ones for a start:

On the home front

Geometric shapes: doorways, floor tiles, windows, wallpaper

Scales: thermometers, oven dials, microwave panels

Fractions: recipes, measuring spoons, cups

On the school front

Arithmetic operations: how many books in a set; daily, weekly, and yearly attendance counts; lunch count; lunch prices

Time order: dates in history; ordinal numbers: 32nd president; B.C. or A.D.

Geometric shapes: pictures of the Washington Monument (obelisk), famous cathedrals (Gothic arches)

Speed and distance: traveling craft such as the space shuttle, trains, boats, cars, or trucks that appear in reading and current events materials

Vital statistics: from any reading book—look for age of characters; when they lived; how much they ate; their height, weight, eye and hair color; or personality traits.

In books

Mathematical quantities and ideas are found throughout recreational reading books. For instance, you could do any of the following activities with the characters in a book:

1. Count them.
2. Divide them into categories such as
    a) alive throughout—dead by the end.
    b) male, female, animal.
    c) old, young.
    d) good, bad.
    e) urban, suburban, rural.
3. Place them along a continuum and categorize them into areas listed above such as c), d), or e).
4. Rate them for importance in the book
5. Describe them quantitatively or model them using quantitative descriptions.

And you could also use descriptions of the setting or settings in a book in a variety of ways:

1. Estimate latitude and longitude of the setting.
2. Suggest the range of temperatures in each season.
3. Estimate the height of mountains, the size of bodies of water, and other geographic measures.
4. Create a map showing relationships between settings.
5. Create a scale model of an important building, town, or city prominent in the book.

Or you could examine the actions of the characters:

1. Determine if they are influenced by mathematical concepts.
2. Determine if the action could be improved by using mathematical concepts.
3. Determine what would happen if the means used for an action were changed. For example, what would happen to the events in a story if the character had to hitchhike instead of travel by plane, or by foot instead of automobile?

Activity 19

Math Thermometer

Objective

To help both girls and boys identify confidence-sapping nervousness about math.

Grade Level

Grades 3 through 12.

Time

20 minutes.

Materials

Math Thermometer handout.

Procedure

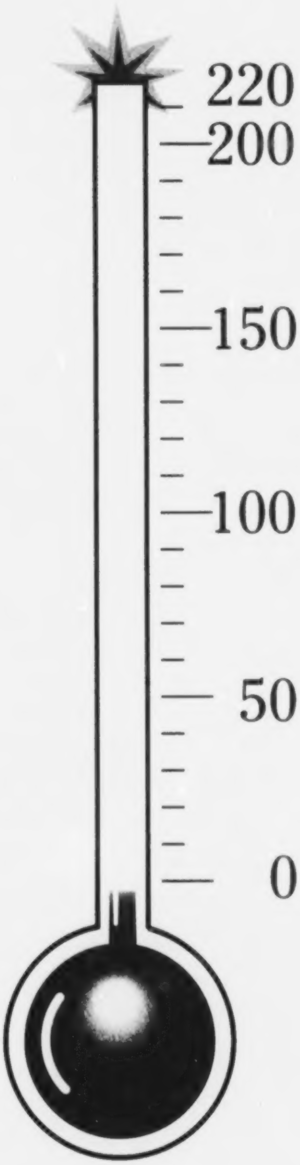
Have students follow the directions on the handout; ask for volunteers who are not nervous to try to identify specific things that give them confidence. As a group, brainstorm ways in which nervous students can gain those confidence-building tools. It is not necessary for students to show others where they rank themselves.

Adapted from J. Genshaft and J. Naglieri, *A Mindset for Math: Techniques for Identifying and Working with Math-Anxious Girls*, (Newton, MA: WEEA Equity Resource Center, 1987).

Math Thermometer

Directions

How nervous do you get when you do math? Use the thermometer on this page to tell us how nervous you feel. Fill in the thermometer like this: If you are not nervous at all, draw a line at the 0-degree position. If you are very nervous, draw a line at the 220-degree position. Use the numbers in between for other choices.



Sexual Harassment

Overview

The national school reform goals cannot be met if students do not feel safe in school. The U.S. Supreme Court has made it clear that Title IX applies to sexual harassment and that schools can be held financially liable for violations. But without formal policies or training, students and faculty continue to be confused about what sexual harassment is or is not, and therefore feel powerless to stop it. The activities in this section will help you and your students come to a clear definition of sexual harassment so that all students can feel free to express themselves appropriately and to feel safe enough to learn.

Talking Points

- Sexual harassment is unwanted and unwelcome behavior of a sexual nature.
- Sexual harassment in school is a problem affecting both genders, in educational institutions ranging from elementary to postgraduate schools. In a 1993 study, two-thirds of all students surveyed reported being the target of sexual comments, jokes, gestures, or looks: 76 percent of the girls and 56 percent of the boys.[1]
- The experience of sexual harassment seems to have an effect on all students' educational, emotional, and physical development, although girls report more problems than boys. For example, 33 percent of girls who suffered sexual harassment said they did not want to attend school compared with 12 percent of boys; 32 percent reported not wanting to talk as much in class compared to 13 percent of boys; and 18 percent of girls reported thinking about changing schools compared with 6 percent of boys.[2]
- Few schools have or enforce a sexual harassment policy. A mere 8 percent of the respondents to a study conducted in 1993 by the NOW Legal Defense Fund and Wellesley College Center for Women reported that their school had and enforced a policy on sexual harassment. Schools without policies are less likely to take action against an alleged harasser: schools with policies took action in 84 percent of cases, whereas schools without policies did so only 52 percent of the time.[3]

Points for Reflection

Does my classroom conduct encourage my students to respect students of the other gender and be open and honest in their communication?

Do my students feel relaxed about mixing with pupils of the other gender?

Do I take the idea of equality seriously? For example, do I avoid putting down men or women, or joking about their abilities or roles?

Do I avoid making jokes about racial, ethnic, disabled, or other groups?

Do I strive to avoid expressions and actions that are offensive to members of the other gender?

Do I step in when students make inappropriate sexual comments about another student or do I ignore the behavior?

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[1] American Association of University Women Educational Foundation, *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools* (Washington, DC: American Association of University Women, 1993).

[2] NCWGE, *Report Card on Gender Equity.*

[3] Ibid.

Activity 20

Equality the Frog

Objective

To teach children to recognize sexual harassment.

Grade Level

Grades K through 3.

Time

20 minutes.

Materials

Stuffed frog, which you will name "Equality."

Procedure

Read script; answer children's questions.

[Hold up "Equality" as you read.]

"When I think of equality, I get excited because I think it is a very good thing! Does anyone know what equality means?"

[Possible answer (brainstorm on the board): Everyone is the same.]

"Let me tell you the best way I ever learned to look at what equality means. Equality means that everyone deserves the same rights. This means that everyone deserves to be accepted and treated fairly. Equality is what we have between all girls and boys when we care about everyone's feelings and ideas no matter who they are, and we treat each other fairly by allowing them their turn. Equality means that no matter whether we are a boy or a girl, or what color our skin is, or whether we are large or small, or use a wheelchair, or whether we have a particular religion or not, we all deserve to have the same rights. Why? Because we are all more alike than different. Can anyone tell us ways that we are alike?

[Put answers on board]

"Equality means we all deserve the same rights.

"Now remember that during the next few lessons we are going to learn about something called sexual harassment. Sexual harassment is a put-down. Does anyone know what a put-down is?

Adapted from Sue Sattel, *Girls and Boys Getting Along*. Used by permission of the author.

[Answers]

"A put-down is something mean that someone says or does to you that makes you feel bad. Sexual harassment is a put-down that makes fun of you for being a girl or a boy. Sexual harassment includes unwanted words or touching. Swear words about our bodies and touching in certain ways or places on our bodies are examples of sexual harassment. That's all for now. Till next time, good-bye, and remember: Respect yourself and others!"

Activity 21

One Way That Sexual Harassment Happens

Objective

To help children recognize and respond to sexual harassment.

Grade Level

Grades K through 3.

Time

20 minutes plus drawing time.

Materials

Stuffed animals: "Equality the Frog," "Respect the Turtle," "Dignity the Snail" (other animals can be substituted), and Sexual Harassment Drawing handout.

Procedure

Tell the class the following story:

This story is about one way that sexual harassment happens. Sara and Joey were walking into class after lunch when Joey ran up to Sara and pulled up her skirt. He knew it wasn't very nice, but he thought it was fun, and that he could do it anyway. Sara was embarrassed and angry. She turned to Joey and told him to "cut it out." Joey just laughed at Sara and did it again because he thought it was funny. He said, "Can't you take a joke?" Sara said it wasn't funny, and this time she said more loudly, "Leave me alone." When he tried to do it again, Sara ran to her desk and sat in her chair. Joey's friend, Juan, said to him, "That wasn't cool. You shouldn't hurt others' feelings like that. You made her feel bad."

Can you imagine what would happen if some of our animal friends saw this happen? [Hold up "Respect the Turtle"] "This wasn't respectful, was it, boys and girls?"

[Hold up "Equality the Frog"] "This certainly wasn't very fair because she wasn't treated equally to Joey." Can anyone tell us what Dignity the Snail would say and do in this situation about Sara and Joey, and Juan's dignity? [answers]

[Hold up "Dignity the Snail"] "Sara was trying to be treated with dignity when she said 'cut it out, leave me alone, and stop it.' Juan was being fair by reminding Joey of Sara's rights when he tried to get Joey to stop because we shouldn't hurt each other's feelings."

From Sue Sattel, *Girls and Boys Getting Along*. Used by permission of the author.

Discussion

Ask students the following questions to start the discussion:

- What was Sara feeling?
- Why did Joey continue to treat her mean?
- What were you feeling when you listened to this story?
- Would it be appropriate for Sara to treat Joey the way he treated her? Should she try to pull down his pants to let him know how she feels? Why or why not?

Sexual Harassment Drawing

Instructions:

Draw a picture in each space below.

It is NOT sexual harassment when:

I am hugged and like it:

I hold hands with my friend and we both like it:

Activity 22
Defining Sexual Harassment

Objective

To help students understand that sexual harassment is an illegal way in which some people try to exercise power, and test their personal knowledge of the widespread occurrence of sexual harassment.

Grade Level

Grades 7 through 12.

Time

40 minutes.

Materials

Transparency 1:
Sexual Harassment Defined

Transparency 2:
Two Kinds of Sexual Harassment

Transparency 3:
The Law

Transparency 4:
Sexually Harassing Behaviors

Transparency 5:
Power

Transparency 6:
(Em) Power

Procedure is on the following pages.

Adapted from Ohio Department of Education, *Working Together: A Sex Equity Training Manual* (Columbus, OH: Ohio Department of Education Division of Vocational and Career Education, 1990).

Procedure

1. Explain to students that this lecture is designed to help them learn to recognize sexual harassment and to deal with it effectively.

2. Write "harassment" on the board and ask students to name the different types of harassment (e.g., physical, psychological, racial, sexual). Write their responses on the board.

3. Read the following definition of harassment: "to annoy persistently."

4. Ask students to define "sexual harassment," and write their responses on the chalkboard. Project Transparency 1, Sexual Harassment Defined, onto the screen. Read it to the students, or have one of them read it. Then explain that sexual harassment is illegal, and can occur just as readily in schools as on the job.

5. Project Transparency 2, Two Kinds of Sexual Harassment. Read the definition of ***quid pro quo*** **harassment** to the students. Tell them that it usually involves a person with power or authority over a student, and abuse of that power and authority in an attempt to obtain sexual favors.

   Now read the definition of **hostile environment harassment** to the students. Explain that this type of sexual harassment usually involves a pattern of sexual misconduct, or one very serious incident, such as sexual assault or rape. It also involves the creation of an environment that interferes with the student's ability to learn or participate in the opportunities the school provides.

6. Familiarize the students with the legislation prohibiting sexual harassment and sex discrimination by projecting Transparency 3, The Law, onto the screen. Point out that Title VII covers employees and Title IX covers students.

7. Project Transparency 4, Sexually Harassing Behaviors, onto the screen. Explain that the main difference between sexual harassment and flirtation is that sexual harassment is unwanted and unwelcome. Discuss behaviors that represent sexual harassment. Explain that cultural and individual differences exist in communication patterns; thus, what one person considers sexual harassment, another may not. It is possible, therefore, that some harassers actually may not know that others find their behavior unacceptable. However, it is the person who receives the attention who determines whether it is sexual harassment or not.

8. Explain that sexual harassment is often an unfortunate way in which people exercise power. Although some harassers are in a position of authority over their victims (e.g., supervisor, employer, teacher), coworkers, students, or employees can also sexually harass one another. Often, harassers gain power by virtue of the fact that they are controlling their own behavior; victims sometimes feel powerless to stop that behavior. Harassers almost always act alone and frequently harass several different people at the same time. In addition, the harassing behavior is often directed toward the victim consistently over a long period of time.

9. Project Transparency 5, Power, onto the screen. Ask students to describe relationships in which one person has power over another (e.g. supervisor-worker, teacher-student, parent-child). Discuss how this power can affect each person. (Do not leave the impression that only persons of a higher status can sexually harass others—anyone can sexually harass another person.)

10. Project Transparency 6, (Em) Power, onto the screen. Tell students that another definition of power is an individual taking control of his or her life. This is also called empowerment. One way to assert this power is to speak out when someone has done something wrong to you or when you have witnessed someone harassing or mistreating another person.

    Ask students to think of a time when they may have experienced or witnessed harassment—either physical, psychological, racial, or sexual—and, if they're comfortable, to discuss these experiences in class. If some students don't feel comfortable enough to discuss their experiences in class, encourage them to talk to you after class or to speak to another adult they trust. If it is an ongoing situation, let them know that there are steps they can take to report it. See the Action Steps in Part IV's Sexual Harassment section for additional information.

Transparency 1

Sexual Harassment Defined

Sexual harassment is unwelcome behavior of a sexual nature that interferes unreasonably with a students' ability to learn, study, work, achieve, or participate in school activities.

Source: U.S. Department of Education, Office for Civil Rights (www.ed.gov/OCR).

Transparency 2

Two Kinds of Sexual Harassment

Quid pro quo Harassment

means making sexual demands in return for getting an educational benefit.

Hostile Environment Harassment

is verbal or physical misconduct based on sex that is so severe or pervasive that it creates an abusive or hostile educational environment for the student.

Source: U.S. Department of Education, Office for Civil Rights (www.ed.gov/OCR).

The Law

Title VII of the Civil Rights Act of 1964, prohibits employment discrimination on the basis of race, color, religion, national origin, or sex.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against students and employees in all educational institutions receiving federal assistance.

Transparency 4

Sexually Harassing Behaviors

Nonverbal, sexually suggestive behavior

- Obscene gestures

Insulting sounds or speech

- Whistles
- Jokes about sex
- Offers of money for sex

Unwanted touching

- Patting
- Grabbing
- Pinching
- Kissing

Physical sexual assault

- Rape
- Attempted rape

Adapted from Ohio Department of Education, *Working Together: A Sex Equity Training Manual* (Columbus, OH: Ohio Department of Education Division of Vocational and Career Education, 1990).

Transparency 5

Power

Power is the ability to compel obedience (control, dominate, command).

Transparency 6

(Em) Power

Another definition of power is the ability or capacity of an individual to have control over his or her actions and to be confident and effective in what he or she does. This is also called empowerment.

Activity 23
Flirting Versus Sexual Harassment

Objective

To get students to recognize the difference between flirting and sexual harassment.

Grade Level

Grades 7 through 12.

Time

40 minutes.

Materials

Chalkboard and chalk.

Procedure

Tell the students that this lesson builds on the earlier activity, Defining Sexual Harassment. Remind them that in that lesson they learned that determining what constitutes sexual harassment is primarily left up to the recipient of the behavior. How, then, does one know the difference between flirting and sexual harassment? Or what if someone honestly considers the behavior flirting but the recipient interprets it as harassment? Tell them that there are no clear-cut answers to this, but that there are some guidelines.

To help the students distinguish between flirting and harassment, make two columns on the chalkboard, one labeled "Flirting," the other labeled "Sexual Harassment." Write the following characteristics in the appropriate column:

Flirting	**Sexual Harassment**
• feels good, gives a confident feeling	• feels bad, demeaning
• is reciprocal	• is unwanted by the receiver
• is nonthreatening and complimentary	• is threatening and insulting
• builds the esteem of both parties	• builds up the ego of the initiator while eroding the esteem of the recipient
• feels equal to both parties	• gives one person power over another

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This exercise was originally developed by the Los Angeles Commission on Assaults Against Women and presented in their training manual, *In Touch with Teens: Relationship Violence Prevention Curriculum for Youth Ages 12-19 (1993).*

Read the following scenarios out loud to the class and have the students decide whether or not each situation illustrates sexual harassment or flirting. Make sure they justify their answers. If you wish, you might have them make their own scenarios to judge. Remind them that sexual harassment is unwanted, unsolicited, and objectifying. Tell them to consider both the intentions of the initiator of the behavior and the effect it has on the recipient.

Flirting Versus Sexual Harassment

Scenario 1

Bobby walks toward his locker to change books for his next class. A group of girls standing nearby begins whistling and making comments regarding his body parts. Instead of stopping at his locker, Bobby keeps walking.

Answer:

Objectionable behavior but not sexual harassment if it only happens once. If the girls were to continue to make comments about his body, it could create a hostile environment.

Scenario 2

Tomika has an admirer named Doug. He writes love letters to her full of poetry and nice thoughts. But Tomika has a boyfriend and is not interested in Doug. After Tomika asks Doug to stop, his letters become graphic with sexual references, and he continues to slide the letters into Tomika's locker.

Answer:

Sexual harassment. The behavior is of a sexual nature, unwanted and unwelcome, and is ongoing.

Scenario 3

John is leaving the football field when one of the cheerleaders blows him a kiss. A little embarrassed but encouraged, John walks over to her and they begin a conversation.

Answer:

Flirting. Both John and "the cheerleader" welcome the attention.

Scenario 4

Every time Jessica glances over at Cameron, she catches him looking at her before he quickly turns his head. One day, Jessica approaches Cameron and asks him what his "problem" is. He tells her that he doesn't have any "problem," but would like to get to know her better. She says, "Why didn't you say so?" and they become better acquainted.

Answer:

Flirting. Both Jessica and Cameron are interested in becoming better acquainted.

Scenario 5

Danny has had a crush on Michelle for months and all of his friends know it. When Danny is standing with them and Michelle walks by, all of his friends grab their crotches in unison. Both Michelle and Danny are embarrassed.

Answer:

Sexual harassment. Danny and Michelle are embarrassed by the behavior, it is ongoing and unwanted attention of sexual nature from the group.

Scenario 6

Steven produces a very popular underground newsletter at school which graphically and explicitly talks about various female classmates in a sexual manner. When confronted with the material by Susan, who was mentioned in the newsletter, Steven claims that he was just doing it for fun, and that it was his way of letting her and some of the girls know that he liked them. Susan told him that she and the other girls didn't like it, and he stated that the First Amendment's guarantee of freedom of speech and freedom of the press gave him the right to print the material.

Answer:

Sexual harassment. Steven's rights to free speech or freedom of the press do not prevent the enforcement of sexual harassment laws.

Discussion

Discuss any questions raised by the scenarios. End the session by summarizing the major points. Tell the students that even though flirting and sexual harassment can be hard to differentiate, the ultimate determination of whether an incident is harassment is decided by the person receiving the attention. When confused as to whether an incident is sexual harassment or not, the initiator should ultimately take the cue from the person who is feeling offended.

Standardized Testing

Overview

While there are no classroom activities in this section, it is important for students to be aware of gender bias in standardized testing and to know that Title IX is a remedy for such bias. Such tests have long played a major role in allocating educational opportunities to our nation's students—opportunities that, in turn, are the gateway to success in competitive job markets and the key to economic security. But for female students, these tests have frequently constituted a barrier to access. Reforms in education cannot be successful if students continue to hit walls of bias when it comes time to determine vocational interests, college preparedness, or scholarship worthiness. You might suggest that students explore the organizations listed in the "Resources" section in the Appendix to find out how standardized testing is affecting them and how they can better their chances of succeeding with these tests.

Talking Points

- Under Title IX, tests must be valid predictors of success in the areas being tested. In other words, the test must measure what it purports to measure. If the test does not, and if it produces a scoring deficit for one gender, it has a discriminatory impact on members of that gender and is unlawful.[1]
- Before Title IX, many schools not only administered tests in a gender-biased manner but also interpreted test results in a way that reflected stereotypes rather than providing real insight into students' interests and capabilities. In the 1960s and early 1970s, for example, the "Strong Vocational Interest Blank," a commonly used vocational test, was available in two versions: pink for young women and blue for young men. The test asked young men if they would like to be president and young women if they would like to be the president's wife.[2]
- In the early 1970s, the "Kuder Interest Index" scored tests without taking into account the gender of the test taker, but then offered two sets of results. A list headed "Vocational Interest If Test Taker Is Male" might include Photojournalist, Marine Biologist and Engineer, while on the same page the "Vocational Interest If Test Taker Is Female" list included Flower Shop Owner and Librarian.[3]
- Gender gaps in college admissions tests have also remained in place over the last 25 years, with women consistently scoring lower than males on the SAT, in both the verbal and math sections of the test (since 1972, girls have fallen behind boys in math by as many as 61 points). In 1996, the average combined SAT score of boys was still 39 points higher than that of girls, a pattern that persisted within every racial and ethnic group.

The SAT is designed to be a predictor of first-year college performance, but "while young women score lower than young men on the SATs, they earn higher grades when matched for the same courses in all subjects in their first year of college."[4] In spite of the questions this evidence raises, most colleges still rely heavily on the SAT in determining admissions.

- Some changes are taking place in the testing arena. FairTest of Cambridge, Massachusetts, publishes a list of colleges that no longer ask students to submit Scholastic Assessment Test (SAT) scores, and some of the tests are being revised. The Preliminary Scholastic Assessment Test (PSAT) was revised in the fall of 1997 to include a test of written English intended to better reflect the learning and test-taking styles of girls and students of color. Since the PSAT is the sole determinant for National Merit Scholarships, the revision will give all girls and males of color a much more solid opportunity to compete for the $27 million available through National Merit Scholarships.[5]

Points for Reflection

Do I find ways to help all students prepare to take tests successfully?

Do I make students aware of bias in standardized testing?

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[1] NCWGE, *Report Card on Gender Equity*.

[2] Ibid.

[3] Ibid.

[4] Ibid., p. 36.

[5] Ibid.

Treatment of Pregnant and Parenting Students

Overview

This section does not have any classroom activities for students, but it is important for pregnant and parenting students to know that, thanks to Title IX, their right to an education is not forfeited. The stakes for these young students and their families are especially high now that the nation's welfare system has been altered, placing lifetime limits on the amount of available public assistance.

Talking Points

- Title IX requires schools to treat pregnancy and related conditions no differently from any other temporary disability that students may experience.[1]
- Title IX regulations prohibit schools from excluding students from any program or activity on the basis of that student's pregnancy or related condition. A school must generally treat pregnancy as it treats other medical conditions. For example, it can require certification from a physician that a pregnant student is physically and emotionally able to participate in classes and other activities only if it makes the same requirements of other students with medical conditions.[2]
- Schools must provide pregnant students with an excused medical leave of absence for a period of time deemed reasonably necessary by that student's doctor, and must reinstate that student to the same status she had when her leave began.[3]
- Although high school completion rates have increased since Title IX was passed, pregnancy and/or parenting are still the most commonly cited reasons why girls drop out of school, accounting for about one half of the female dropout rate and one quarter of the total dropout rate.[4]
- About half of all young women who give birth at age 17 or younger do not complete high school. Particularly at risk are young women of color whose birthrate exceeds that of white women: the birthrate for Latinas in this age group is 13 percent; that of African American women is 19 percent; for white women, 8 percent.[5]
- The importance of education to pregnant and parenting students cannot be overstated. Young mothers who stay in school are much more likely to achieve long-term financial self-sufficiency than those who do not. The children of young mothers also benefit when their mothers finish school. There is a strong correlation between the educational attainment of mothers who give birth in their teens and that of their children.[6]

Points for Reflection

Do I have the same high expectations for students who are parents as I have for other students?

Do I treat students who are fathers in the same manner in which I treat students who are mothers?

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[1] U.S. Department of Education, Office for Civil Rights.
[2] Ibid.
[3] Ibid.
[4] Ibid.
[5] *Report Card on Gender Equity.*
[6] Ibid.

PART IV: ACTION FOR CHANGE

Overview

The final activities in *Raising the Grade* will help students formulate action plans from the lessons they have learned throughout the curriculum. The first activity, "What Can We Do to Raise the Grades?" provides students with an opportunity to support Title IX implementation and advance progress toward gender equity. It can be used as a concluding activity for each of the Title IX components in Part III or as a concluding activity for the entire curriculum.

The second activity, "Biography," helps students to understand the variety of people who have contributed to enacting and promoting Title IX or worked to defeat it. This activity can provide them with role models for taking action for change. As suggested in Part III, the Biography activity can be used throughout the curriculum.

The other activities in this section will focus on ways in which popular culture has or has not changed, so that the students can be gender-fair consumers. The students will look at everyday language, learning to recognize that the language we use helps to shape the way we think. Students will examine traditional media outlets as well as electronic games and the Internet. They'll be reminded that gender equity works for boys as well as girls, and that if they want to live in a just society, they must begin by seeking justice for themselves and the people around them.

Talking Points

- So much of language is habit. It is important that students really hear the full implications of the word they are using. Often a word becomes so commonplace that we stop noticing ways it might exclude the person about whom it is used. We might even use a sexist term to describe ourselves. It's not unusual to hear a woman who has always loved sports say, "Oh, I was a real tomboy." But was she "acting like a boy" or was she a girl doing something that girls like to do? As long as we allow gender-stereotyped words to go unchallenged, we are allowing the other advances we make in the struggle for gender equity to be undermined.

- The images of men and women in movies, on television, in print ads, in music, and in the new arenas of electronic games and the Internet must reflect true equity for our other efforts to be successful. Since the passage of Title IX, there has been a dramatic change in the kinds of occupations in which women are portrayed, but much of the rest of the message has not gotten through. It's important for students to look at gender representation in all media so that they become discriminating, aware consumers.

- Finally, by making a list of next steps and creating a gender-fair coat of arms, each student should be able to face the world with a sense of celebration about the ways Title IX has made and will continue to make the world a richer, more engaging place for boys and girls whatever their personal interests might be.

Points for Reflection

Do I capitalize on opportunities to counteract gender-role stereotyped thinking?

Do I encourage my students to discuss school events and current events that relate to gender equity?

Do I reinforce student expression of values without regard to their gender, so that boys and girls can express assertiveness and gentleness?

Do materials on my classroom walls depict males and females in non-traditional as well as traditional roles?

Activity 24
What Can We Do to Raise the Grades?

Objective

To have students formulate a plan to support progress in gender equity in key areas of education.

Grade Level

Grades K through 12.

Time

40-minute introductory section. Additional class periods as needed to report findings and progress. Time for research outside class.

Materials

Readings on recommendations and suggestions for student action. Other materials to be determined by students.

Procedure

Use the talking points at the beginning of each section to provide an overview of the issues related to gender equity and the Title IX component you are discussing. Divide students into groups of four or five (as appropriate for your classroom). Ask them to discuss incidents that they have observed or experienced in your school related to the Title IX component. Tell them to choose one issue and do research to find out what is happening in your school.

Have each group report their findings to the class. This report should include the positive things that your school is doing to achieve gender equity, areas that need improvement, and possible solutions. Distribute the Action Steps: Recommendations and Suggested Student Actions reading related to the Title IX component you are discussing. You also may want to distribute copies of the appropriate Resources in the Appendix to help students expand their research. Have students as a class brainstorm other recommendations for your school.

Have each group choose one recommendation and develop an action plan to address the issue. For example, if you were doing access to higher education and they looked at how scholarships are awarded in the school and found out that there are none to encourage students to go into nontraditional careers, there are a range of actions they could take. The possibilities range from simply increasing awareness of the issue to trying to expand existing scholarship opportunities to creating new scholarships.

Students could meet with the principal to discuss their findings and concerns; work with the guidance counselors to produce a school-wide assembly or series of classroom presentations with speakers to talk about different career options; contact local businesses and community groups to sponsor new scholarships; hold a school-wide fundraising event; or make a presentation to the PTA, local school board, or other interested groups. As they develop their action plans, tell them to consider how they can involve others in accomplishing this work. Suggestions include:

- Working with other students to develop an action plan and implement it. Tell them to cooperate, listen to others' ideas, and share leadership and responsibility for getting tasks accomplished.
- Enlisting the support of the principal, guidance counselors, and their parents in developing and carrying out their action plan.
- Approaching the school board, the state board of education, or other education agencies to discuss their research and asking these agencies to support gender equity efforts in your school.
- Filing a Title IX grievance, if necessary.

Remind them to conduct research on the Internet to find out more about Title IX and link with gender equity advocates in other cities in your state or around the country to learn about and support broader efforts to achieve gender equity. Have groups make periodic progress reports to the class.

Action Steps

Access to Higher Education

Recommendations

The *Report Card on Gender Equity* gives the United States a grade of B- for its strides in access to higher education under Title IX, and makes the following recommendations:

- Educational institutions should provide opportunities to encourage women to enter fields of study related to math and science and develop programs designed to increase women's retention in these areas.

The U.S. Department of Education should:

- submit an annual report to Congress detailing financial aid, loans and grants, and awards in higher education with breakdowns by race and gender; and provide recommendations for addressing any disparities.
- target Title IX enforcement to address discriminatory practices that discourage women from pursuing math and science majors.
- clarify legally acceptable forms of affirmative action in education for women and people of color and encourage their use.

Congress should:

- amend the 1996 welfare law to allow women on welfare to pursue postsecondary education and to allow college study and work study to count toward a welfare recipient's work requirement.
- restore funding to the Patricia Harris Fellowships to encourage women and students of color to enter master's, professional, and doctoral programs in areas where they are underrepresented.

Suggestions for Student Action

- Research the programs and services your school offers to assist students in choosing nontraditional fields.
- Talk to teachers, administrators, and students to find out how students learn about higher education opportunities. Are certain students encouraged to go to college, technical school, etc. while others receive no assistance? How are they selected? How are scholarships awarded?

- Write an article for the school newspaper to publicize the results of your research.
- Interview a full-time house husband and/or father. If he has children, talk to them to find out their views on gender roles. Are their attitudes different from children in families with parents who work outside the home or children whose mothers stay at home? Also talk to fathers who work outside the home to get their views on their family roles. Write an article comparing these experiences and expectations.
- Prepare a presentation for the school board, the PTA, and other community organizations on your research findings, highlighting positive findings as well as areas that need improvement.
- Organize a fundraiser for scholarships to support students who want to pursue nontraditional careers.
- Compile a list, collage, poster, or bulletin board of nontraditional heroes.
- Submit a plan to the administration for a school-wide assembly featuring speakers in nontraditional occupations.
- Work with the guidance counselor to produce a series of speakers for classroom presentations or to develop a mentoring program to match students with those working in nontraditional careers.
- Develop and share a local gender equity resource list.
- Support females for nontraditional leadership positions and roles in student government.

Action Steps
Athletics

Recommendations

The Report Card on Gender Equity gives the United States a grade of C for its response to athletics under Title IX, and makes the following recommendations:

- The National Collegiate Athletic Association (NCAA) should impose strong measures to push its member institutions toward Title IX compliance, such as capping excessive athletic expenditures to free more resources to expand women's programs.
- The U.S. Department of Education's OCR should step up its enforcement in this area by initiating more compliance reviews and increasing its outreach to educate students and educational institutions about what Title IX requires.
- Congress should strengthen the Equity in Athletics Disclosure Act to require colleges and universities to provide information on gender equity in their athletic programs to one central government office and enact a similar "sunshine" law requiring federally funded high schools to disclose information regarding athletic equity.

Suggestions for Student Action

- Research how your school treats male and female athletes. Are athletic opportunities and resources equitable for boys and girls?
- Write a column for the school newspaper to publicize the results of your research.
- Develop and share effective responses to sexist comments from teammates or coaches who suggest that girls and boys should not play sports together, or that boys are better at sports than girls, or that girls should not be playing sports at all.
- Re-design the logo or mascot of your school to be more inclusive, if necessary.
- Develop posters that promote equity in athletics.
- Get together a big group and attend women's athletic events on a regular basis.
- Organize a walk, race, or athletic event for equity.
- Create a parents' booster club that promotes equitable school programs.

Action Steps
Career Education

Recommendations

The *Report Card on Gender Equity* gives the United States a grade of C for its response to career education under Title IX, and makes the following recommendations:

Congress should:

- maintain funding levels for gender equity programs and services, the state equity leadership position, and the related functions.
- establish a uniform data collection system that evaluates state equity efforts and measures progress toward gender equity, as well as rewarding states for increasing the number of students trained and placed in nontraditional careers.

The federal School-to-Work Office and the U.S. Departments of Labor and Education should:

- develop strategies to ensure that School-to-Work funds are building gender-equitable systems, and should create a data collection system that tracks the numbers of women in nontraditional occupations. (Data should be disaggregated to examine the progress of women of color.)

The OCR should:

- enforce Title IX's requirements in the School-to-Work settings as well as in vocational education, paying particular attention to addressing the causes of sex segregation, such as gender-based stereotyping and sexual harassment.

Suggestions for Student Action

- Interview nontraditional workers as role models. Feature the profiles in the student newspaper or on a special bulletin board.
- Sponsor a contest to construct an equitable workplace. Give equity books, posters, or videos as prizes.
- Organize a non-sexist career fair.
- Set up a mentoring or job shadowing project.
- Establish a program to read non-sexist stories to young children.
- Create a "quote of the week" board that presents diverse voices.

Action Steps
Employment in Schools

Recommendations

The *Report Card on Gender Equity* gives the United States a grade of C- for employment (in schools) because twenty-five years after Title IX's enactment, women still lag behind men in nearly every aspect of faculty and administrative employment at educational institutions. The report makes the following recommendations:

- Administrators at postsecondary institutions should monitor and train search committees so that they understand and can address the barriers to hiring women.

Postsecondary institutions should:

- Gather their own statistical information, such as data regarding salaries, benefits, promotions, special prerequisites, awards, grants, course load, advising load, and committee assignments, to determine if men and women at all ranks and within all units are treated fairly.
- Ensure that each search committee includes an affirmative action "advocate"—not necessarily a woman or person of color—who works to ensure that the committee treats all candidates fairly.
- Develop an exit interview process to solicit information about the climate for women and other issues from faculty members who leave for other employment.

OCR should include employment issues in its enforcement efforts, including:

- conducting compliance reviews,
- collecting data regarding the status of women employed in educational institutions, and
- referring cases of noncompliance to the Justice Department.

The Departments of Education and Justice and the Equal Employment Opportunity Commission should:

- collaborate on reinstating data collection of employment data from elementary and secondary schools systems, as well as the schools within such systems and districts.
- institute similar efforts for institutions of higher learning.

Suggestions for Student Action

- Conduct an assessment to determine if women and people of color are underrepresented in the highest ranks of senior management in your school and school district.
- Write letters to the principal and the school board to acknowledge schools that are doing a good job of hiring women and people of color. Talk about how this has improved your educational experience at the institution, provided you with role models, etc.
- Work with the PTA to raise gender equity employment issues with the principal and school board.
- Lobby the school board to allocate funds for gender equity training for school personnel.
- Work with local equity organizations to promote diversity initiatives in employment.
- Volunteer to work for school board candidates who support gender equity.

Action Steps

Learning Environment

Recommendations

The *Report Card on Gender Equity* gives the United States a grade of C- for its development of gender-fair learning environments under Title IX, and makes the following recommendations:

- Educational institutions should comply with Title IX's requirements, including assessing and correcting practices that lead to inequitable treatment of students.

Educators should:

- instruct students about individual similarities and differences, acknowledging and respecting diversity, and becoming advocates for themselves and others.
- make achieving gender equity a key priority and continue receiving training to overcome bias and discriminatory practices in classrooms.
- Scholars should conduct additional gender-focused research, examining student treatment in single-sex, dominant sex, biracial, multicultural, and "homogeneous" classrooms.
- Congress should reinstate funding for Title IV state educational agencies, which have helped schools across the country improve the classroom environment for all students.

Suggestions for Student Action

- Analyze textbooks for bias. What do you find for males/females? People of color? People with disabilities? Acknowledge gender- and race-fair texts by writing a report to your teacher and the school principal. Recommend books to others in your school and through Internet discussion groups.
- Work to change texts that portray negative images. Find out the book selection process and contact the individual or group who selects the books. Talk to your teacher and the principal. Write letters to textbook publishers. Create an awareness campaign to get other students to understand about bias in textbooks.
- Observe classrooms to detect bias in interactions.
- Analyze a teacher education video for bias.
- Establish an award to recognize a teacher who promotes equity.

- Make a videotape on gender equity in the classroom.
- Create bookmarks that remind readers of equity.
- Analyze greeting cards for stereotypes.

Action Steps
Math and Science

Recommendations

The *Report Card on Gender Equity* gives the United States a grade of C+ for its advancement of math and science education for girls under Title IX, and makes the following recommendations:

- Educators should ensure that girls are active participants in science and math classes in order to maximize their understanding of these fields.
- The U.S. Department of Education's OCR should step up its enforcement by conducting compliance reviews to determine the causes for women's decreased participation in math and science in higher education and by taking action against those educational institutions that allow hostile environments in these areas to persist.
- Congress should increase and target funding for the Eisenhower Professional Development program, established by the Improving America's Schools Act (IASA), so that teachers can learn techniques to close the gender gap in math and science.

Suggestions for Student Action

- Create a presentation for science and math faculty in your school to remind them that despite the stereotypes, some girls like math and science and some boys do not. Invite teachers who have been successful in making their math and science classes gender fair to talk about techniques and strategies that work.
- Identify teachers, scientists, and mathematicians in the community, as well as older math and science students, to serve as mentors to girls who think they might be interested in careers as scientists or mathematicians.
- Design a board or computer game that highlights famous equity advocates.
- Manage an equity booth at a toy, computer, or grocery store.
- Create a time capsule for equity in the 21st century.
- Use the Internet to explore and discuss issues of gender equity in math and science.

Action Steps
Sexual Harassment

Recommendations

The *Report Card on Gender Equity* gives the United States a grade of D+ for sexual harassment because in spite of Title IX, sexual harassment continues to pervade educational institutions, from elementary to postsecondary schools. The report makes the following recommendations:

- Educational institutions should adopt and enforce strong, comprehensive, and comprehensible sexual harassment policies.
- Educators should recognize that sexual harassment is a symptom of ongoing gender bias and incorporate teaching methods to address and eliminate this form of discrimination in the classroom.

OCR should

- increase its enforcement, making use of its authority to conduct compliance reviews and refer cases to the Department of Justice.
- work systematically with community-based and advocacy organizations to heighten awareness.
- offer technical assistance about sexual harassment and new policy guidance.
- Other federal agencies should adopt OCR's sexual harassment policy guidance and devise and pursue their own enforcement strategies for the education programs and activities they fund.

Suggestions for Student Action

- Assess your school's sexual harassment policy based on the following key elements: a definition that makes clear that sexual harassment is a violation of Title IX, with examples of prohibited conduct; user-friendly language, demonstrating the school's commitment to ending sexual and other forms of harassment; procedures to be followed for filing formal and informal complaints with the name of the contact person; provisions to protect victims' confidentiality and thus protect against retaliation; a description of other legal remedies available to victims, including the filing of a complaint with the regional OCR office; and wide dissemination of the policy throughout the school.

- If your school does not have a policy, create a presentation for the school's administrators to alert them to the need for developing such a policy as soon as possible.
- Request a mandatory all-school presentation about sexual harassment for students, faculty, and staff.
- Do a play about sexual harassment in school.
- Create a poster to remind everyone that sexual harassment is unacceptable.
- Write a public service announcement about sexual harassment in school and submit it to the local radio station.
- Examine your classrooms and hallways to see if the environment supports or undermines gender equity. (For example, are there sexist posters or bulletin boards?)
- Promote a non-sexist book or film.
- Develop a campaign to promote awareness of gender bashing in popular songs and other forms of popular culture and how this can encourage sexual harasment.

If you or someone you know is being harassed:

- Tell the harasser to stop.
- Talk to your peers, your parents, or another adult you trust.
- Report incidents of sexual harassment to the proper authorities: the Title IX coordinator, the principal, a teacher, or a counselor.
- If you experience incidents of sexual harassment, write down the details: dates, times, places, witnesses.
- If your school has a sexual harassment policy, follow the procedures for filing a complaint.
- If the problem can't be resolved at the school level, file a complaint with the U.S. Department of Education's Office for Civil Rights.[1]

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[1] S.J. Smith, "Title IX and Sexual Harassment," *WEEA Digest* (Newton, MA: WEEA Equity Resource Center, 1998) 5.

Action Steps
Standardized Testing

Recommendations

The *Report Card on Gender Equity* gives the United States a grade of C for its progress in removing gender bias in standardized testing. Under Title IX, tests must measure what they say they will measure. If they do not, and if they produce a scoring deficit for one sex, then they have a discriminatory impact on that sex and they are unlawful. Scoring gaps between male and female students on many standardized tests have decreased in the last twenty-five years, but these disparities continue to have a harmful impact on educational and economic opportunities available to women and girls, and male students of color. The report makes the following recommendations:

- Educational institutions should not rely solely on standardized tests as measures of students' achievement or academic potential; they should examine other forms of assessment that better reflect students' level of accomplishment and learning style.
- National efforts to test students' proficiency in math and reading should include rigorous examination of the proposed test instruments to ensure they are valid for their stated purposes.

OCR should:

- monitor closely the ETS/PSAT (Educational Testing Service/ Preliminary Scholastic Assessment Test) settlement to ensure that the revised test is fair and does not perpetuate disparities in eligibility for National Merit Scholarships.
- evaluate other tests, such as the armed forces vocational tests, to ensure that they are valid for their stated purpose.

Suggestions for Student Action

- Research standardized test data by gender in your school district in general and in your school in particular. Publicize your findings.
- Conduct a campaign to increase student awareness about the gender disparities that exist in these tests.
- Work with local gender equity advocates to raise scholarship funds to support test review courses for students who otherwise could not afford to take them.
- Invite your school's Title IX coordinator to make a presentation to your class.

Action Steps

Treatment of Pregnant and Parenting Students

Recommendations

The *Report Card on Gender Equity* gives the United States a grade of C+ for its progress in the treatment of pregnant and parenting teens. Despite the important legal protections established by Title IX, many schools continue to treat pregnant and parenting students as second-class citizens. The report makes the following recommendations:

- Administrators in schools and postsecondary institutions should ensure that pregnant females are allowed full access to the curriculum unless there is a medical directive from the student's physician.

OCR should:

- step up its enforcement by targeting subtle forms of discrimination against pregnant and parenting students, such as informal counseling practices and use of excused absences.
- undertake a public education campaign to inform school administrators, teachers, parents, and students of the rights of pregnant and parenting students under Title IX.

Suggestions for Student Action

- Research how your school treats pregnant or parenting students. Does it provide the resources they need to continue their education? What additional resources are needed? Publicize your findings.
- Create a program in which pregnant and parenting students discuss their school experiences with other students.
- Organize a campaign to increase student awareness of the rights of pregnant and parenting students.
- Assess the need for day care services at your school or in your school district. Work with students, parents, administrators, and local gender equity activists to raise funds for on-campus day care centers.
- Have a diverse group of parents talk about gender in their work and family.
- Work with teen parents on parenting skills.

Activity 25
Biography

Objective

Used over the course of the curriculum, this activity will help students better understand the ways in which Title IX has affected the lives of women and girls, men and boys, in all areas of life. By recognizing the struggles and triumphs of real women and men, students should be able both to confront their own cultural assumptions and to celebrate the ways in which they themselves are breaking barriers.

Grade Level

Adaptable for grades 6 through 12.

Time

Two class periods, plus time outside class for research.

Materials

Biography Worksheet.

Procedure

Distribute the Biography Worksheet and give students a few minutes to look it over. Tell them to choose a woman or girl, man or boy who contributed to (or was a critical barrier to) gender equity in the area you are studying. If students have access to the Internet, encourage them to use it to do part of their research. They might wish to research the work of someone they know. Once the students have done the research, have them write papers to present to the class; write and perform skits about the people they have researched; assume the characters of the people they have researched and debate the issue of gender equity; or find another creative approach to sharing what they have learned.

If students have Internet access, they can go to the WEEA web site at **www.edc.org/WomensEquity** to find lists of women who would be suitable to research.

If they don't have Internet access, have them work through the school or public library.

Adapted from L.P. Shevitz and S.M. Shaffer, *Women's Journeys, Women's Stories: In Search of Our Multicultural Future,* (Newton, MA: WEEA Equity Resource Center, 1997).

Biography Worksheet

Directions

Research a woman or girl, man or boy, who contributed to (or was a critical barrier to) gender equity in the area you are studying, and answer the following questions as directed. Give supporting details from your resources.

Name

Name of books, magazines, web sites, or other resources

Publisher

Pages

1. Where and when was this person born?
2. What are some important facts about the person's family and early life?
3. How did this person fight for, contribute to, or block gender equity?
4. What are this person's most important contributions?
5. What impressed you most about this person?
6. If you could meet this person, what questions might you ask?

7. What did you like or dislike about this person? Why?

8. What problems did this person have to overcome? Did anyone help this person? If you had this same problem, would you handle it in the same way?

9. Did anything you learned about this person challenge you own cultural biases?

10. Did anything you learned about his person help you to celebrate who you are?

11. What have you learned about your own life from learning about this person?

Activity 26
It's Up to You

Objective

To help students begin to effect positive changes for gender equity.

Grade Level

Adjustable for grades K through 12.

Time

20 minutes.

Materials

It's Up to You handout, or chalkboard and chalk

Procedure

Have students fill in the handout, or ask the questions and write the answers on the board.

Adapted from J. Allman, S.B. Lord, K. White, and L. Clark, *The Female Experience in America: Understanding Sex Roles and Moving Beyond*, (WEEA Equity Resource Center, 1979).

It's Up to You

List one thing you personally can do in the following settings to help eliminate gender inequity:

Your family

Your school

Your university

Your place of worship

Your magazine subscriptions

Your personal relationships

Other

With whom will you share the things you've learned in these lessons? List three people you will talk to about gender equity this week:

Activity 27
Coat of Arms

Objective

To help students feel prepared to make a difference in gender equity.

Grade Level

Adjustable for grades K through 12.

Time

20 to 40 minutes.

Materials

Coat of Arms handout, pens, markers, or crayons, and chalkboard and chalk.

Procedure

Give students a copy of the Coat of Arms handout. Explain to the class that a coat of arms presents to the world a symbol of a person's personal credo and a defense against the things that person fears the most.

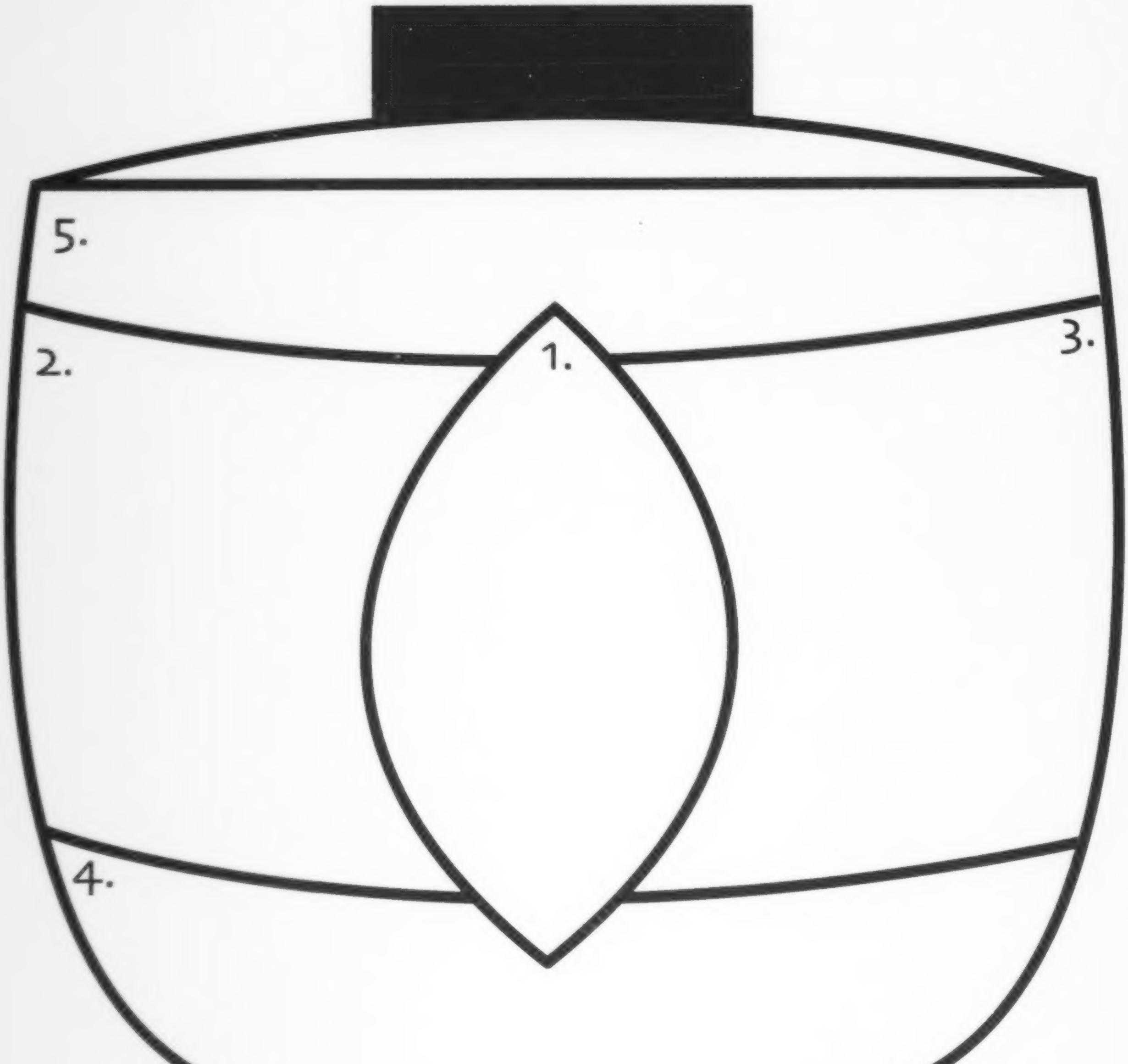
Have students answer the following questions:

1. State a belief that you feel very strongly and would never change, something you wish everyone would believe.
2. Identify the most important strength you have gained from your gender.
3. Name a trait of your own that you consider your most important personal strength.
4. Identify the most challenging accomplishment you hope to achieve within the next ten years.
5. Write (or tell me) a phrase up to four words long that you would like people to say about you.

Now ask students to think of pictures, symbols, or colors that illustrate these ideas. Have them create a coat of arms by drawing or writing the answers to the questions in the space with the corresponding number. You may want to write the questions on the board.

Adapted from A. Grant, *Venture Beyond Stereotypes: A Workbook for Teachers Concerned about Sex-role Stereotyping.* (Newton, MA: WEEA Equity Resource Center, 1979).

Coat of Arms



Activity 28
Language

Objective

To become more conscious of language connotations; to reduce gender-role stereotyping.

Grade Level

Adjustable for grades 4 through 12.

Time

Three 20-minute blocks of time.

Materials

Chalkboard and chalk.

Procedure

Provide the following background: Gender-role stereotyping is the unquestioned and unchallenged assumption by an individual or a group that certain actions, abilities, interests, behavioral traits, etc. are natural and innate to one sex but not the other.

Language is a reflection of our thoughts and values and a powerful tool in the learning process. The use of gender-role stereotyping in language is referred to as sexist language. Sexist language can be identified when the language narrows participation or reference on the basis of gender. The following terms could be considered sexist language:

all men are created equal
a one-man show
a man of the people
a man-on-the-street interview
one man, one vote
the man for the job
a twelve-man team
fireman
mailman
garbage man
housewife

Adapted from WEEA Equity Resource Center, *School-to-Work Jump•Start Equity Kit* and *Add-Ventures for Girls: Building Math Confidence*.

congressman
saleslady
guys
stewardess
cave man
businessman
paperboy
insurance man
foreman
forefathers
chairman
bell boy
tomboy

It is important to remind students that many of these terms evolved when women did not share equally in all aspects of life. But that is certainly not the case today, nor does it fit into projections for the future. Write the terms on the board and have students come up with alternative words or phrases that are inclusive.

Next list the following sentences:

"You're really smart for a girl."

"Big boys don't cry."

"You're really strong for a girl."

To a little boy: "You're acting just like a little girl."

"She makes good money for a woman."

"What a typical woman driver!"

"You've come a long way, baby."

"You're the man—you decide."

Have students choose a phrase and write a short essay describing the effect the phrase might have on the person to whom it is said. See if they come up with the following analysis:

"You're really smart for a girl."

This implies that intelligence is linked to gender and that girls are intellectually inferior.

"Big boys don't cry."

This implies that crying is not a masculine act and that girls (both little and grown-up) and little boys are the only ones who are allowed to express emotion.

"You're really strong for a girl."

This implies that all girls (women) are generally weak.

To a little boy: "You're acting just like a little girl."

This implies to a small boy that "acting like a girl" is wrong and not the masculine thing to do.

"She makes good money for a woman."

This implies that it is very unusual for a woman to receive a high salary or a salary equal to a man's; further implies that as a woman, she shouldn't be earning a substantial salary or that she is not competent enough to do so.

"What a typical woman driver!"

This implies that only men are competent or good drivers and that women generally are the ones who make driving mistakes.

"You've come a long way, baby."

Although women have made headway toward obtaining equal rights, the use of the term "baby" implies a certain dependency associated with young children; it also implies that men have somehow allowed women to seek new roles.

"You're the man—you decide."

This implies that decisions are to be made only by men, that men are responsible for the decision-making process, and that women are not good decision makers.

Appendix

Handouts and Worksheets

Definitions Handout 9
Popular Culture Checklist Handout 15
Introduce Yourself Handout 17
Free to . . . ? Handout 21
Where Were You? Handout 33
Title IX Compliance Worksheet 44
What Do We Look For? Handout 51
Rebekah's Journal Handout 66
Gender Equity in Physical Education Worksheet 72
Occupational Rewards Handout 84
Who Does What Where? Handout 90
Cases Worksheet 93
Math Is All Around You Handout 101
Math Thermometer Handout 104
Sexual Harassment Drawing Handout 111
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Sexual Harassment Defined 115
Two Kinds of Sexual Harassment 116
The Law 117
Sexually Harassing Behaviors 118
Power 119
(Em)Power 120

Sample Letter for Promoting Equity Awareness

Dear ________________:

We are girls and boys who are looking forward to feeling safe and supported as we excel in the areas we love. We know we might not have had the opportunity to do that 25 years ago, so we're celebrating Title IX in our classroom. As part of that celebration, we're writing to ask you to be sure that you are doing everything you can to insist on Title IX compliance.

Are you aware that 1997 marked the 25th anniversary of Title IX? American schools have made a lot of progress. Yet in spite of that progress women are still underrepresented in science and mathematics. Women's contributions to history are still missing from many textbooks. Sexual harassment continues to be misunderstood and widespread. And even though we've proved that women are powerful, exciting athletes, many schools still have unequal sports facilities, and the number of women coaches has actually dropped.

Girls and boys should be able to pursue their interests and use all the talents they possess. Our schools must support and encourage each one of us to achieve to the fullest without regard to gender. That's how gender equity works for everyone! We hope we can count on your support to make equitable education a reality. Our future depends on it.

Sincerely,

Resources

Books and Articles

The WEEA Equity Resource Center has published over 300 titles to help educators, administrators, and others working in equity and education. Call the Center for a free catalog of gender-fair multicultural resources (800-225-3088), or visit the Center's website (**www.edc.org/WomensEquity**).

Title IX and Gender Equity

Basic Reading List

I. Valentin, "Title IX: A Brief History," *WEEA Digest* (Newton, MA: WEEA Equity Resource Center, August 1997.

Wathene Young, *A-Gay-Yah* (Newton, MA: WEEA Equity Resource Center, 1992).

National Coalition for Women and Girls in Education, *Title IX at 25: Report Card on Gender Equity* (Washington, DC: National Women's Law Center, 1997).

U.S. Department of Education, *Title IX: 25 Years of Progress* (Washington, DC: Office of Educational Research and Improvement, 1997).

WEEA Equity Resource Center, *Gender Equity for Educators, Parents, and Community,* Equity in Education Series, (Newton, MA: Education Development Center, 1995).

M. Sadker and D. Sadker, *Failing at Fairness: How America's Schools Cheat Girls* (New York: Charles Scribner and Sons, 1995).

American Association of University Women, *How Schools Shortchange Girls* (Washington, DC: AAUW Educational Foundation, 1992).

Additional Resources

118 Cong. Rec. 5803 (February 28, 1972) (statement of Sen. Birch Bayh).

Beyond Title IX: Gender Equity in Schools and *An Annotated Summary of the Regulations for Title IX Education Amendments of 1972* (1993), The Mid-Atlantic Equity Consortium, Inc., 5454 Wisconsin Avenue, Suite 1500, Chevy Chase, MD 20815 (301) 657-7741.

Discrimination Against Women: Hearings on Section 805 of H.R. 16098 before the Special Subcommittee on Education of the House Committee on Education and Labor, 91st Congress, 2d Session (1970).

Access to Higher Education

Basic Reading List

B. R. Sandler, L. Silverberg, and R. M. Hall, *The Chilly Classroom Climate: A Guide to Improve the Education of Women* (Washington, DC: National Association for Women in Education, 1996).

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Basic Reading List

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Basic Reading List

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Treatment of Pregnant and Parenting Students

Basic Reading List

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Websites

Women's Educational Equity Act (WEEA) Equity Resource Center

www.edc.org/WomensEquity

Advocates for Women in Science, Engineering, and Mathematics

www.awsem.org

American Association for University Women

www.aauw.org

American Mathematical Society

www.ams.org

Math and science career information.

Association for Women in Science

www.awis.org

Center for National Origin, Race, and Sex Equity at Northwest Regional Educational Laboratory

www.nwrel.org/cnorse

Center for Women Policy Studies

www.centerwomenpolicy.org

Earth and Sky Radio Series

www.earthsky.com

Educational Equity Concepts

www.edequity.org

The Feminism Majority Foundation

www.feminist.org

FairTest: The National Center for Fair and Open Testing

www.fairtest.org

Girls Incorporated

www.girlsinc.org

National Association for Girls and Women in Sport

www.aahperd.org/nagws

National Association for Women in Education

www.nawe.org

National Clearinghouse, Eisenhower Consortium for Mathematics and Science Education

www.enc.org

National Coalition for Sex Equity in Education

www.ncsee.org

National Council for Research on Women

www.ncrw.org

National Women's Law Center

www.nwlc.org

New Moon Magazine

www.newmoon.org

NOW Legal Defense and Education Fund

www.nowldef.org

Teen Voices Magazine

www.teenvoices.com

U.S. Department of Education

www.ed.gov

U.S. Department of Education, Office for Civil Rights

www.ed.gov/offices/OCR

U.S. Department of Labor, Women's Bureau

www.dol.gov/dol/wb

Women of NASA

quest.arc.nasa.gov/women

Women's National Basketball League

www.wnba.com

Women's Sports Foundation

www.lifetimetv.com/WoSport

Raising the Grade
Curriculum Evaluation

We hope that you have found this curriculum guide useful and effective in raising awareness, increasing knowledge, and promoting behavior change among your students regarding gender equity. In order to improve and continue the evolution of gender-equity efforts, we would appreciate your comments and evaluation. Please return this form to:

WEEA Equity Resource Center, EDC, 55 Chapel Street, Newton, MA 02458-1060; or, if you have Internet access and prefer to use that, please fill it out on our web site: **www.edc.org/WomensEquity**

1. Were you previously familiar with the requirements of Title IX or the many issues around gender equity in education? Yes_____ No_____

1a. Were your students previously familiar with the requirements of Title IX or the many issues around gender equity in education? Yes_____ No_____

2. Did you gain new insights and information about how gender stereotyping and differentiation can affect children's education?

3. Did you/your students find the information helpful in the following areas (use as many as apply):

	1 raising awareness	2 increasing knowledge	3 promoting behavior change
a) general gender equity issues?			
b) Title IX?			
c) gender equity and access to higher education?			
d) gender equity and athletics?			
e) gender equity and career education?			
f) gender equity and the learning environment?			
g) gender equity and math and science?			
h) sexual harassment?			
i) gender equity and employment in schools?			
j) standardized testing?			
k) pregnant and parenting teens?			

4. Outcomes: Did students take action in the classroom? Can you give some examples of actions taken or changes in awareness, knowledge, or behavior?

   Did students take action in the community? Can you give some examples of actions taken or changes in awareness, knowledge, or behavior?

5. Was this curriculum easy to follow/easy to teach? Yes ____ No _____

6. Were there any lessons that did not seem to be effective or whose effectiveness surprised you? Which ones?

7. Did you use the whole curriculum or choose only some sections or activities?

8. Did you use only one subject area, such as math?

9. Did you use the curriculum across subject areas, such as math and language arts? If so, which subjects, and what were the results?

10. Did you coordinate with other teachers in using this curriculum?

11. Was there resistance to *Raising the Grade* from students, parents, other teachers, administrators, the outside community? How did you respond? What was the outcome?

12. What would have made *Raising the Grade* more interesting or useful for you?

13. What kind of training or technical assistance would help you, or would have helped you implement *Raising the Grade*?

14. Please tell us the overall value of *Raising the Grade* to you.

We want to hear from you! Please send your responses to: WEEA Equity Resource Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02458-1060. Also, check out EDEQUITY, our educational equity discussion list for educators, equity practitioners, and others interested in equity. To find out more about EDEQUITY, go to our website (**www.edc.org/WomensEquity**).

How Can We Help You Be Successful?

Tell us how you think we could help you make *Raising the Grade* even more successful. Please tell us if you would be interested in:

Workshops or Consultations

Would you find it helpful to have "Training the Trainer" workshops to explore both promising practices in creating gender-fair classrooms and ways to push beyond the curriculum to make gender equity an ongoing focus in your community? Yes ___ No ___

Would you prefer to attend a national workshop? Yes ___ No ___

Would you prefer to attend a workshop especially set up for your school or school system? Yes ___ No ___

Whom should we contact in the school district to set that up?

____

Telephone consultation with a National Resource Specialist

With their fingers on the pulse of gender equity in education, our resource specialists could answer questions about ways to use *Raising the Grade* in settings such as schools, after-school programs, and community organizations. They might offer resources for effective restructuring strategies, information on funding, and new lesson plans from other classroom teachers.

Would you be interested in such a service? Yes ___ No ___

Yes, if it was free or affordable ___

What would you pay for this kind of service?______________

What other supporting materials can we offer to help you raise your own grade?

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Building an effective classroom for all girls and boys is the first step in increasing student achievement. *Raising the Grade* is a collection of practical tools for teachers and fun activities for kindergarten through twelfth grade students, developed to help all students succeed in the classroom. This curriculum is designed to be used throughout the school year, as part of a thematic unit, across the curriculum, or on its own. *Raising the Grade* will help you and your students assess your awareness of gender equity issues and learn to work together across the diversity of gender, race, ethnicity, national origin, and disability.

RAISING THE GRADE

Equity Resource Center
WEEA Equity Resource Center
Education Development Center, Inc
Code #2810